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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT, TRAINING AND PLACEMENT OF YOUTHFUL INMATES, DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. 10TH PROGRESS REPORT, APRIL 1-JUNE 1, 1966.

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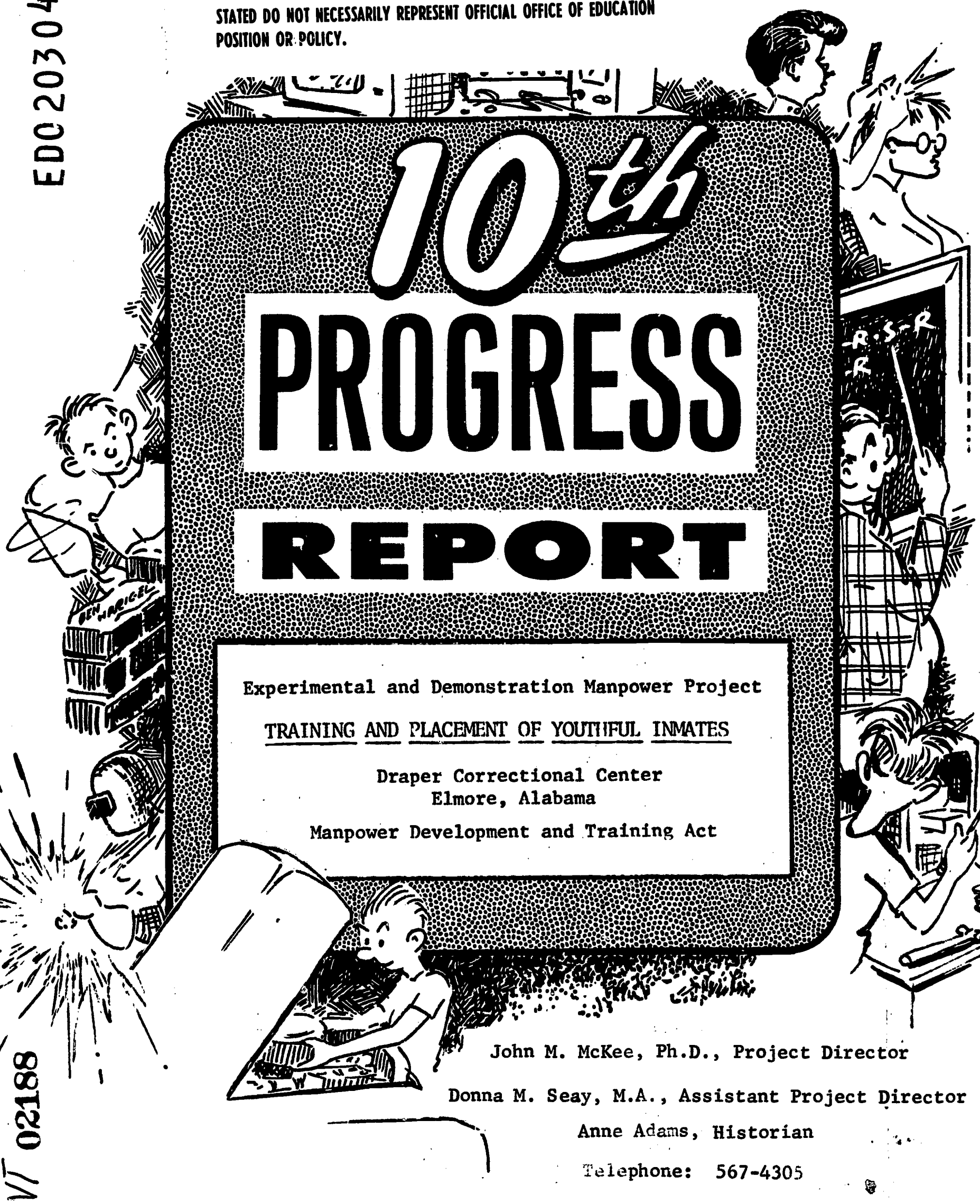
INITIATED AS AN EXPERIMENTAL EFFORT TO HELP REDUCE THE HIGH RATE OF RECIDIVISM TO ALABAMA'S PRISONS, THE MANPOWER DEVELOPMENT AND TRAINING PROJECT HAS GRADUATED 173 YOUTHFUL OFFENDERS AS ENTRY-LEVEL TRADESMEN. JOBS WERE SECURED FOR 142 GRADUATES AS THEY BECAME ELIGIBLE FOR PAROLE, SIX GRADUATES WERE RELEASED TO FACE OTHER CHARGES, AND 25 AWAIT PAROLE ELIGIBILITY AND PLACEMENT. OF THE 18 GRADUATES RETURNED TO PRISON, 15 HAD TECHNICALLY VIOLATED THEIR PAROLE, AND ONLY THREE HAD COMMITTED NEW OFFENSES. A REVIEW OF THE PROBLEMS ENCOUNTERED IN THE PROJECT SHOWS THE NEED FOR ADDITIONAL COMPONENTS--A PRE-TRAINING REMEDIAL READING PROGRAM, AND A POST-TRAINING SUPERVISED SETTING IN WHICH GRADUATES MAY RECEIVE GUIDANCE IN PRACTICING DESIRABLE SOCIAL BEHAVIOR. EFFORTS ARE BEING MADE TO PROVIDE SUCH SERVICES AND TO HAVE STAFF MEMBERS RECEIVE INSERVICE TRAINING IN GROUP DYNAMICS AND GROUP COUNSELING TO BETTER GUIDE TRAINEES IN PERSONAL-SOCIAL DEVELOPMENT. INFORMATION RELATIVE TO PRACTICAL PROBLEMS AND SUCCESSES IN PROJECT ADMINISTRATION, RECRUITING, COUNSELING, TRAINING, JOB DEVELOPMENT AND PLACEMENT, AND FOLLOWUP IS PRESENTED. THE APPENDIXES GIVE CONSULTATION AND CONFERENCE REPORTS, ACTIVITIES, DATA ON INMATES IN TRAINING, AND ON RECENT GRADUATES, AND FOLLOWUP DATA. (EM)



10th PROGRESS REPORT

Experimental and Demonstration Manpower Project

TRAINING AND PLACEMENT OF YOUTHFUL INMATES

Draper Correctional Center
Elmore, Alabama

Manpower Development and Training Act

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ATTENTION: DIVISION OF SPECIAL PROGRAMS

April 1, 1966 - June 1, 1966

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Introduction

Initiated as an experimental effort to help reduce the high rate of recidivism to Alabama's prisons, the MDTA Vocational Training Program at Draper Correctional Center has graduated 173 youthful offenders as entry-level tradesmen. Jobs have been secured for 142 of the graduates as they became eligible for parole. Six graduates were released to face other charges, and 25 await parole eligibility and placement.

It is far too early to judge whether the project has achieved its ultimate goal, for the highest rate of recidivism occurs during the first three years following release. Our first group of trainees has been free little more than a year. However, it is encouraging that only three of the 18 graduates who have been returned to prison were reinstitutionalized for having committed new offenses. The remaining 15 were returned for having technically violated their parole.

When one considers that 65 percent of the first two groups of trainees were repeaters before they entered training, it appears that the Draper project has made some impact upon the recidivism rate. What is more important at this point, however, is an examination of the follow-up data being accumulated on all of the graduates--the successes, the failures, and all of those between.

An evaluation of these data will not only help to determine what services should be provided beyond the institution to assist the releasee in his adjustment to free society, but it will also help to strengthen the ongoing institutional program. Our concern is primarily with what the prisoner needs to enable him to remain free as a functioning member of society after his release.

PROGRESS REPORT

April 1, 1966 to June 1, 1966

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

"The Draper E & D program seems to be having a marked effect on the attitude and behavior of inmates as well as on their preparation for employment. It appears also to be having a significant effect on the recidivism rate." So reported Abraham Stahler, Chief of the Division of Program Evaluation, and David Thompson of the BES evaluation staff, following their visit to Draper Correctional Center on May 26 and 27. The purpose of their visit was to obtain firsthand information on the experiences gained in the Draper project which might be applicable to MDTA programs in other correctional institutions. They reported having found impressive activities to be taking place, particularly in the areas of vocational training, remedial education, supplementary instruction, job placement, follow-up, and instructional programming, all of which apparently can be applicable not only to MDTA programs in other correctional institutions but also to programs in other settings.

The Division of Evaluation has requested officials of the Draper program to prepare preliminary plans for conducting a series of conferences with officials of other correctional institutions to share their experiences and ideas. Such plans are presently under way. In the meantime, BES will relay applicable experiences in the form of recommendations to the Pennsylvania Employment Security Agency which has a regular MDTA program with a correctional institution for youths in Western Pennsylvania.

I. Purposes and Demonstration Features

The purpose of the experimental demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and

follow-up of a minimum of 120 youthful inmates whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction techniques and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of training time without sacrifice of quality or quantity is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate the following:

1. Institutionalized youthful offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.
2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training methods.
3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.
5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the parolee.
6. Male college students employed by the project who are studying counseling and guidance can receive qualified field training for practicum credit.
7. Volunteers can be recruited from the surrounding communities to assist in the personal-social prerelease program.
8. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

Certain additional E & D features, consistent with the original objectives, have emerged as a result of our experiences during the first year of operation. We will continue to pursue the original objectives and experiment with these additional features.

Additional Features

9. Acceptance of older inmates who are currently not permitted to receive vocational training can result in the project's reaching men who qualify in every other respect and are strongly motivated to receive the benefits of vocational and personal-social training as preparation for their release to free society.
10. Early screening and evaluation of potentially eligible candidates for training will allow referral of those with great basic education deficiencies to Draper's Experimental Academic School wherein they can be prepared in less than six months to enter vocational courses and succeed in passing all required work.
11. Through his experience in placement activities, the Job Placement Officer can prepare guidelines for a prerelease program that would make inmates available prior to actual parole for personal job interviews and for personal-social guidance by community groups.
12. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluative data accumulated by the project in the pursuit of its goals.

II. Administration

Howard Berringer, a programmer who has had considerable experience with the Air Force, assumed the duties of Programmer for the Materials Development Unit on April 1.

Three College Corpsmen were employed during this period and were all assigned

to the Counseling Division to assist with recruitment and testing for the new courses to begin in May. Tom Claybourne, a graduate of Huntingdon College who majored in psychology, began work on April 18. Bill Albright, a mathematics major at Florida State University, began work on April 28. Clyde Wayne Nix, a University of Alabama student majoring in psychology, joined the staff on May 30.

The one remaining Clerk-Typist position was filled by Shirley Nutter who was re-employed on May 23. She had worked for the project last year from April to mid August.

The Materials Development Unit underwent a complete reorganization during this reporting period. While some reorganization had been planned, the changes were more sweeping than anticipated because of the resignation of Joe Harless who served as Chief Programmer and Technical Writing Instructor. In early May, the Assistant Project Director assumed direct supervision of the MDU, and the Editor, Martha Terry, was assigned to coordinate all activities of the unit and to directly supervise the production section. Mr. Berringer, the new Programmer, was assigned to instruct the Technical Writing students. Unfortunately, his resignation effective May 31 will necessitate further reorganization of this department.

Joe Harless concluded the Seminar on Mathetical Programming before he left on May 9. Fourteen staff members attended these sessions and received a total of eight hours of instruction in mathetical programming.

All staff members received an orientation to the principles of "Contingency Management" when a distinguished visitor to the project during the week of May 23, Dr. Charles Slack, General Consultant in Behavioral Psychology, addressed the weekly staff meeting. Notes from the staff meeting are included in Appendix A.

During his visit Dr. Slack also held consultations with both individual and small groups of staff members and talked with many of the trainees. During one of the evening sessions he held with staff members, Dr. Slack noted the importance of

emphasizing the role of the visitor to an experimental program of this type. It is the outsider, he stated, who can bring a fresh approach to motivating the trainees and thus help the staff to inspire the inmates to their best performance, even while in training. He challenged the staff to arrange for visitors to meet the trainees and perhaps speak to a group of them from time to time. The staff responded immediately to his suggestion and scheduled a chapel assembly for both the academic and vocational students on the following day.

During the assembly, Daryl Adams, another visitor from the Youth Opportunity Center in Denver, was introduced to the students. Mr. Adams described the program with which he works as being somewhat similar to what is being done at Draper. The Denver project works with juvenile delinquents, generally with boys who don't have a good parole plan.

After Dr. Slack was introduced to the students, he recalled with many of the trainees the days when the educational program now known as the Academic School began. He then described and discussed the role of computers in educational technology. His report on the use of a computer to record patients' medical histories in an experiment conducted at the University of Wisconsin Medical Center was most informative. Dr. Slack noted that the use of the computer in this experiment could be adapted to certain needs of the educational programs at Draper. Refer to notes taken at the Assembly in Appendix A.

A third visitor who is a doctoral student doing research on halfway houses throughout the world was presented to the students. Mrs. Elvia Cooney is getting her Ed.D. from Auburn University. The Project Director pointed out that she is probably the only person whose dissertation may be put into effect upon completion, because her doctoral thesis will be made available to the Rehabilitation Research Foundation for its use in planning such a facility for the Montgomery Area.

San Katz of Performance Systems, Inc. arrived at Draper on May 30 to conduct the second week of a seminar on classical programming which will be held six hours per day through June 3. Full-time technical writing students were assigned to attend the seminar along with staff members who participated in the first week of the in-service training during the last reporting period. Partially completed programs to be evaluated by Mr. Katz during the seminar include the following:

Using Copy Editor's Symbols
Parole Rules
Ways to Buy
Trouble Shooting Communications Equipment
Four Kinds of Sentences and Punctuation for Them
Parts of Speech
Subject and Verb Agreement
Capitalization
Checking the Automotive Battery
A Tour of the Draper Projects

The program, "A Tour of the Draper Projects," is proposed as a means of training inmates to orient the many people who continue to visit the project. Hopefully, the program will also be helpful to staff members, Board and Advisory Committee members, and others in making presentations to groups throughout the state.

Chief Programmer Joe Harless presented a paper, "The Ugly Duckling Learns to Fly," before the Annual Meeting of the National Society for Programmed Instruction in St. Louis, April 12-16. Programmer Sam Cassels also attended this convention, as did the Project Director, his assistant, The Remedial Instructor, and the Counseling Supervisor.

Mike McGaulley presented his own paper and those of Harless and Cassels to approximately 125 people at the National Programmed Learning Conference in Leicestershire, England, on April 15. Following his presentation, a steady flow of requests has been received for these papers. Mr. McGaulley has been invited to make presentations and conduct seminars on the mathetical approach to programming by the RAF Training Center and Sheffield University in England. He has also been invited to Germany, Holland, and Sweden.

On April 29, A. F. Lee, Commissioner of Corrections, welcomed federal, state, and local officials and families of trainees to the third graduation program since the project began. The program was highlighted with an address by Dr. Howard A. Matthews, Director of Manpower, Development and Training for the U. S. Office of Education. Dr. Matthews was introduced by J. F. Ingram, Director of the State Division of Vocational Education. Following the ceremony, the Montgomery Council of Jewish Women honored the 59 graduates and their guests with a formal reception in the prison visiting room. Warren Seely, from the Atlanta MDTA Field Office, was another guest of honor at the graduation exercises.

Other activities during this reporting period are listed in Appendix B.

Two reports from The Southeastern Psychological Association Institute on The Conservation of Human Potential, attended by several staff members last spring, are included in Appendix A for the benefit of staffs of new projects which will work with a disadvantaged population. The seminar, "The Disadvantaged," was attended by Draper's Project Director. The Assistant Director and Counseling Supervisor attended the seminar on "The Creative."

Work continues on the proposal for a community-based facility which will provide residential and continuing educational opportunities for releasees who are having difficulty in adjusting to the demands of free society. Conferences with various proposed cooperating agencies help to define the scope of the facility, and consultation with Dr. Cooney in early August should facilitate the final draft of this proposal.

Work also continues on the Teacher Training Proposal. The Project Director and his assistant have been invited to conduct a workshop on the use of programmed instruction at the Educational Media Institute to be held in Auburn, Alabama, in June.

Birmingham community members have indicated an interest in assisting releasees who return to their community and will meet with staff members in early July to discuss a proposed Community Sponsorship Program for the Birmingham area. Interoffice conferences are being held to outline the best approach to a Sponsorship Program based on the experiences our graduates have had in their return to free society.

Work has begun on the renewal budget and should be completed during the next reporting period.

Instructors and other key personnel are preparing job analyses to assist them in training others who are interested in beginning MDTA vocational programs in correctional and other settings. As these analyses are completed, they will be included in future progress reports.

Physical Facilities

Office space for the Materials Development Unit was reassigned to achieve a more logical flow of communication and to bring the space occupied by this division into contiguity.

The enclosure of the Welding Shop has overcome much of the noise disturbance to other classes and has also contained the fumes, grime, and dirt that formerly filtered into other areas within the Welding shop area. A door has also been cut in the back wall of the Welding shop. This door opens onto a loading dock from which both equipment and materials used for this course (as well as equipment in need of repair) may be transported directly to the Welding shop without disturbing other classes.

The Auto Service Station Mechanic-Attendant Course needs lights in the work area of the garage where there is no lighting at all.

III. Recruiting

When the prison system recently closed a few of its road camps, some of the prisoners were assigned to Draper; therefore, the total population of this institution has now increased from approximately 600 to 672 inmates. Fortunately, as the total population increased so did the educational opportunities available to it. Heretofore the MDTA Vocational Experimental-Demonstration Project and the Academic School had served approximately one-third of the total population yearly. With the advent of a new State Trade School which was initiated when the Alabama Legislature appropriated funds for equipment and staff, approximately 85 additional inmates now have the opportunity to learn a trade. All of the courses offered by the State Trade School run for a period of 12 months. These longer courses are particularly suitable for inmates who have longer sentences than those who are trained in the MDTA six-month courses. The new school currently has seven courses in operation, and facilities are being constructed within the compound to house two more classes. Although the majority of the inmate population at Draper must be assigned to work crews which earn the required 72 percent of the cost of operating this institution, at least 300 slots for academic or vocational training are now available to the youthful offenders confined here.

When the new school opened, it became obvious that the prison would need to establish a new policy for recruitment for academic and/or vocational training. Representatives of each of the three programs met with the Warden and the Classification Officer to map out a program which would be suitable for all concerned.

Under the new program, inmates transferred to Draper are given an orientation to the three educational and training programs. They are then tested by both the Federal and State Vocational projects. Their test scores

are made available to the Classification Officer who accepts all applications for training and assigns inmates, wherever possible, to the school of their choice. During testing, however, many inmates are found to be unable to read or write. These young men are then referred to the academic schools for literacy training. Applicants who have low educational achievement levels are afforded basic education classes whether they choose to enroll in the State program or the MDTA program. All applications for training are made through the Classification Officer who selects and assigns inmates on the basis of their need for literacy training, length of sentence, vocational preference, and the enrollment limitations of the programs. Thus far, the MDTA program has found only one drawback to this new method of recruitment. Some of the inmates who are tested are actually not interested in enrolling in any of the schools. Their lack of interest creates a situation in which they feel free to use names other than their own in order to confuse the counseling staff which tests them. Previously, applications for the MDTA program were received on a voluntary basis which meant that only those inmates who were interested in training were tested. However, having the test score information on file for the majority of the prison population should prove to be advantageous to the Classification Officer in making assignments, and the drawback mentioned is of less importance than the availability of test score information.

The following table indicates the number of applicants for MDTA courses which began May 2 and are scheduled for completion on November 25.

Course	No. of Applicants	No. Selected
Auto Service Station Mechanic-Attendant	16	11
Barbering	31	10
Bricklaying	14	10
Electrical Appliance Repair	13	10
Welding	30	11
Total	104	52*

*12 inmates waived early release in order to take advantage of the opportunity to be trained.

During recruitment, 122 inmates were tested and interviewed. Early screening procedures eliminated many of these applicants from consideration for the following reasons:

(1) Nature of crime (inmates imprisoned for having committed sex crimes)

(2) Length of sentence (parole or release date must approximately coincide with completion of training)

(3) Illiteracy - (shop-related workbooks are generally geared to a 7-9 grade reading level. Even the instruction which has been or is being programmed is of no help to the illiterate.)

After further screening the files of the remaining 104 applicants, the screening committee selected 76 inmates to participate in the Prevocational Orientation which began May 2. (Refer to schedule and outline for Prevocational Orientation in Appendix C.)

Twenty-two of the rejected applicants were recommended for the Academic School and, hopefully, will be accepted for vocational training at a later date. Because of the length of their sentences, others were recommended for the State Trade School for basic education and/or vocational training. Names of illiterate applicants are forwarded to the new trade school's basic education program which, though presently filled, will attempt to offer these applicants training as soon as openings occur.

At Draper, the ratio of Negro inmates to white is relatively small. To make more Negro inmates available for training in the MDTA program, a field trip was arranged by the Commissioner of Corrections for MDTA staff members to visit and recruit applicants from the Atmore institution which is predominantly Negro. Inmates at Atmore who were interested in and eligible for training were then transferred to Draper.

Experiences in recruitment indicate the great need for the Basic Education program for which we have applied. When this program gets under way,

many rejected applicants can be placed in basic education courses 20 weeks prior to their acceptance for vocational training.

We are discovering more and more often that scores on the grade placement tests do not necessarily provide an accurate assessment of actual educational achievement. As reported in the Remedial section of this report, we have discovered the depth of several applicants' deficiencies only after training has begun--too late to delay their enrollment in the vocational program until they have received literacy training. Apparently the laws of chance are such that the nearly illiterate person is sometimes able to guess enough correct answers on the placement test to score at an unrealistic achievement level. Some students score unrealistically on the mathematics section of the test because of their adeptness in working numerical math problems; yet, they cannot even read the word problems. Generally speaking, verbal testing instruments are inappropriate for many of our applicants who may have a given grade level (achieved in public school) recorded in their prison files; who may be able, by laws of chance, to score at a given level on placement tests; yet who may still be found to be functional or total illiterates when training begins and actual performance is required. The lack of suitable testing instruments with which to determine exactly at what level an inmate is able to read is a detriment both to the recruitment of trainees and to the proper prescription of remedial training to overcome their deficiencies.

IV. Counseling

Three more College Corpsmen were employed during this reporting period, bringing to a total of 12 the number of college students who have served this project from its inception. College Corpsmen have been employed from the following colleges and universities:

Alabama:	Auburn University University of Alabama Huntingdon College Troy State College
Florida:	Florida State University
Michigan:	Kalamazoo College
South Carolina:	The Citadel

Pre- and post-course test scores for students who graduated at the end of April are included in Appendix D. Refer also to the Remedial (Basic Education) section of this report for further interpretation of the progress made by the third section of trainees.

Statistical data which reveal pre-course test scores and socioeconomic information on the present trainees is included in Appendix C. In general, test scores for the new trainees reveal that students are weak in language arts (word knowledge, grammar, reading, and spelling). Remedial work in these areas as well as in basic mathematics is prescribed for all students. Two students who, for all practical purposes are illiterates, will require a great deal of individual attention. Part-time tutoring is the only thing that will enable these students to grasp the shop-related classwork for their chosen vocational course. A comparison of statistical data for all classes since the project began in October of 1964 is made in the Statistical Section of this report.

Eye examinations were requested for 29 of the new trainees. While the Board of Corrections provides for the correction of the inmates' vision,

the policy that must be followed often results in a waiting period that is sometimes detrimental to the inmate whose poor vision greatly handicaps his vocational training. When eye examinations are requested, the prison physician gives the inmates a preliminary examination. If he discovers they need further examination, he places their names on a list to await examination by an optometrist who visits Draper periodically. In two cases, trainees who were severely handicapped by poor vision were examined by a Montgomery optometrist who had volunteered his services. One trainee's family was able to purchase the glasses prescribed by the optometrist. Because the other trainee had no financial resources, the project staff donated funds to purchase glasses for him so that he might complete his training.

The Picture Vocational Inventory was used in testing the 104 applicants for new courses in order to obtain normative data concerning its use. These data are being analyzed by the part-time Clinical Psychologist who visits the project every other Monday. Plans are being made for tryout of the inventory in other MDTA projects and similar programs for the disadvantaged so that the effectiveness of its use with this type of population may be determined.

Through the efforts of members of the staff, particularly the Personal Counselor, one graduate of the Auto Service Station Mechanic-Attendant class, who was released to a detainer for trial in Georgia on November 5, 1965, has been paroled to Alabama and is now employed at a local automobile agency. The Georgia authorities were convinced that this project had helped the graduate and would continue to offer him assistance after release. This belief, no doubt, contributed heavily to the decision to grant him probation.

Follow-up data indicates a need for even more concentration on the personal-social development of the inmates while they are in training. (Refer to problems described in Follow-up Section of this report.) In order to more deeply penetrate the area of behavioral change, the Counseling staff is exploring the possibility of initiating an in-service training program in group dynamics so that all instructors will be able to conduct group counseling sessions.

Many of the trainees display a great need for more personal attention than it is possible to supply in a classroom situation. Personal and Vocational Counselors arrange counseling sessions for each trainee, but the time trainees must spend in shop and classwork limits the amount of counseling that can be provided. Sessions cannot be scheduled before the school day begins or after it ends because the boys are required to enter and leave the industrial area within specified hours for security reasons. (There are no guards on duty in this area except for the specified class hours.)

V. Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is being coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques that are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. These vocational programs are designed to individualize training for a group of male, youthful offenders who are clearly hardcore employment problems upon release from prison. Our further purpose is to develop the necessary guides that will make such materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project are as follows: Combination Welding, Radio and T.V. Repair, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Technical Writing
2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:
   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand
   b. Programs that replace existing materials, particularly those

that are most inadequate for the more difficult parts of a training job

3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use

The MDTA codes, occupational titles, DOT codes, length of training, and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	Length of Training	Number of Trainees
Ala-(M)6068-001	Combination Welder	4-85.040	26 weeks	11
Ala-(M)6068-002	Small Electric Appliance Repairman	7-83.058	26 weeks	10
Ala-(M)6068-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(M)6068-004	Automobile Serv. Sta. Mech.-Attendant	7-81.011	26 weeks	11
Ala-(M)6068-005	Barber	1-21.01	26 weeks	10
Ala-(M)6068-006	Technical Writer	0-06.90	52 weeks	10
Ala-(M)6068-007	Bricklayer	5-24.011	26 weeks	10
				72

Twelve-month courses began November 1, 1965, and will end November 15, 1966. Six-month courses began May 2, 1966, and will end November 29, 1966.

Remedial (Basic Education)

As reflected by the pre- and posttest scores in Appendix D, accepted for training in November of 1965 were

4 students whose grade level was below 4th grade

9 students whose grade level was below 5th grade

22 students whose grade level was below 6th grade.

We had expected these students to be handicapped, to some extent, in learning the shop-related class work that is written on a 7-9 grade level, but felt that with special help in remedial class these students would be able to pass. What we did not expect was the wide variety of knowledge gaps we encountered with this third group of trainees after training began. They had low pre-course test scores in math, as well as in other areas. Since the vocational courses for which they enrolled demanded immediate upgrading in math, this subject matter had to be emphasized first in remedial classes. Thus, post-course test scores tend to show a greater gain in math than in any of the other areas.

Although pre-course test scores revealed the average reading level of the third section trainees to be 7.7, we discovered, after courses began, one trainee who was totally illiterate (refer to case history beginning on page 15 of Appendix B, 9th Progress Report) and five others who were functional illiterates. (Refer to Recruiting section for information on testing.)

The programmed instructional method used in remedial training would, of course, be of no value to trainees who actually needed literacy training. Therefore, the structure of the remedial (basic education) classes had to be changed to treat this variety of educational deficiencies. Twenty students were assigned to a special reading class so that they might learn to read well enough to work programmed lessons that would help them overcome deficiencies in other areas. Unfortunately, these twenty students had such low reading levels they were not able to progress fast enough to be scheduled for any remedial training in other areas during the six-months training period.

To allow the Remedial Instructor time to conduct the special reading class, we had to reduce the amount of time other students spent in remedial training; therefore, the 39 trainees who did receive remedial training spent one-third less time in these classes than had former trainees.

Comparison of Progress

	Grade Gain	No. of Inst. Hrs.
Trainees in 1st section	.9	192
Trainees in 2nd section	1.0	148
Trainees in 3rd section	.61	101

Because deficiencies in reading and word knowledge revealed in pre-course testing persisted in post-course testing, we feel it significant to point out the following. While there are many excellent reading programs designed for a specific stage in the student's progress, suitable testing instruments to determine the exact level at which students are able to read are not available.

Staff members are investigating the PerceptoScope Reading Improvement Program in an attempt to find ways to meet the needs of trainees with low reading levels. The PerceptoScope meets all visual-aid needs with one instrument. It enables the instructor to use still projection for material requiring extended viewing and discussion. Its tachistoscopic projection feature helps viewers to develop the skill of rapid and accurate perception. Motion pictures may be used with variable speeds of from 1 to 24 frames per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together

for controlled reading training which requires precise pacing.

The demonstration of this teaching device which was given several weeks ago was impressive, and staff members feel that the instrument and the reading programs designed for it may be effective in teaching students to read better.

Although the number of programs completed and the number of points accumulated by each trainee in this third section of classes were less than those reported for previous sections, the Remedial Instructor feels that more real progress was made by this group because a great number of the trainees had such low educational achievement levels when they entered training.

Supplementary

An instructor who works with youth from a disadvantaged background soon learns to be more sensitive to what the youth cannot say than to many of the braggart feelings he expresses. The instructor finds he must look beyond the youth as he appears, to the youth as he can become. But the instructor has to determine where to begin, and the inmate who has little real self-understanding is unable to assist him. For a while, the approach is one of watchfulness.

The instructor begins to know what the inmate is thinking. He watches him enter the Supplementary Class: "Boy, this stuff is for the birds. I wish that instructor would shut up about keeping clean-shaven and neat. Doesn't he know what a dump we live in? What does it matter what we look like?"

The instructor watches him reluctantly give up his poor grooming habits under pressure from all of the instructors. He watches the youth as a few staff members praise his neat appearance. He is pleased to see the trainee

comb his hair a little better and smile more often, for the instructor knows this is the stuff habits are made from.

As certain patterns of behavior begin to emerge, the instructor realizes most of his trainees are caught up in the idea that "fate" directs their lives; they find it difficult to believe that they can work to master that fate. The first few weeks are trying ones, both for the reluctant learner and his instructor, because they are weeks during which the instructor must interpret to the trainee the ideas that will establish for them a common ground of communication. Only as an instructor seeks to give guidance in terms that are meaningful to the inmates can any change in behavior be expected. The wise instructor quickly realizes that the values and goals which serve him as a basis for living are not necessarily comprehended by inmate trainees.

These are some of the attitudes the Supplementary Instructor faces when he meets a new class of trainees. These are the blocks to learning he must seek to overcome before he can hope to effect any behavioral change. A well-planned Supplementary program has little meaning until these attitudes are dealt with.

At Draper, two hours per week are scheduled for all vocational students to receive training in the development of personal and social skills. Students who are in training for occupations that market goods and/or services (Barbering, Radio-TV Repair, Service Station Mechanic-Attendant, and Electrical Appliance Repairmen) are required to spend an additional two hours per week in Distributive Education classes.

Manuals, workbooks, lectures, filmstrips and films, tapes, records, resource speakers, role-playing, and seminars are employed to present information about the following subject matter to the trainees:

Communicative Skills
- Development and organization of ideas
- Speaking
- Listening
- Writing
- Reading

Intellectual Habits
- Personal habits
- Decision making
- Problem solving
- Self control

Personal Management
- Etiquette
- Grooming
- Money Management
- Scheduling One's Time
- Developing Confidence

Social Relations
- Human relations
- Citizenship
- Problems of Parolees

Basic Economics
- Free Enterprise
- Supply and Demand
- The Capitalistic System

Laws Affecting Workers
- Social Security
- Income Tax
- Wage Hour Law
- Workmen's Compensation
- Employee's Responsibilities
- Employer's Responsibilities

Distributive Education
- Salesmanship
- Merchandise Information
- Sales Promotion
- Credit
- Merchandising
- Business Organization and Management

The Supplementary Instructor discovered after the first courses were under way that Patriotism, Current Events, Safety Procedures, and Reading Skills were areas that needed more attention for this population and scheduled his classes accordingly. He found, too, that certain subject

matter originally planned for early in the course would be more beneficial to the students if it were presented near the end of training. Thus, the following topics are covered in the weeks just prior to completion of training:

How to Apply for a Job

Job Habits

Civic Responsibilities

Parole Responsibilities

Current Styles of Dress

A review of personal-social skills.

During the course, community volunteers and representatives of government and private agencies conduct seminars or demonstrations which are particularly helpful in instructing students in some of the skills they will need to meet the demands of free society and avoid the pitfalls that await them. The following organizations have participated in this phase of the Supplementary Training program:

Colonial Baking Company employees, - with the aid of a chimpanzee, demonstrated the principles of learning.

Southern Bell Telephone Company employees brought live equipment and not only demonstrated the correct use of telephones, local and long distance dialing, telephone manners, etc., but also encouraged the trainees to practice the procedures they had seen demonstrated.

Representatives of the Public Health Service gave a seminar on venereal disease.

Two representatives from the Alabama Commission on Alcoholism presented a film on The Effects of Alcohol which was followed by a question and answer session.

The U. S. Social Security Administration representative interpreted the benefits of Social Security to a worker and answered questions that were stimulated by his presentation.

The Executive Director of the Alabama Consumer Finance Association presented a film on the use of credit and discussed the pitfalls of credit with the trainees.

Near the end of training, Parole Supervisors from the Montgomery area visited the project and reviewed the rules of parole with trainees.

Guest lecturers were given a brief orientation prior to their visit concerning the communication methods instructors had found to be most effective with the population to whom they were invited to speak.

The discussions following the viewing of a movie, filmstrips, or a seminar have proved to be one of the most effective methods used in training inmates to develop their personal-social skills because the students are usually all willing to participate, especially if the presentation is one which stimulates their thinking. More important, however, is the fact that these discussions are very revealing to the SUPPLEMENTARY instructor who gains insight to the varied attitudes of his students as they participate. Such insight makes it easier to determine their individual needs and plan impromptu counseling sessions after class or during breaks from class.

Follow-up data which have been accumulated on returnees indicate a need for more emphasis during training in the areas of money management, personal habits, and personal relationships. Generally, it was failure in these areas that led to violations of parole. Interviews with graduates who have returned to prison lead us to believe that six months is too short a time to effect a significant behavioral change in many of our trainees.

A proposed sponsorship program and a proposed community-based facility, both extending the rehabilitative efforts begun at Draper into the community, hopefully can help to overcome many of these problems. In the meantime, plans are being made for all instructors to be given more intensive training in group counseling procedures so that they may take full advantage of opportunities to guide groups of students in working through some of the problems that prohibit their making further progress.

Shop and Related Classroom

The BRICKLAYING Instructor has experienced some difficulty in motivating students who he later learned were unwilling to admit that they did not understand instructions or to ask for help. Many of the inmate trainees are very sensitive about their lack of general knowledge and appear to be less motivated than others. They are reluctant to try a task for fear of failure. For such students, the Instructor tries to make sure that instructions are given in the very simplest terms. He also gives them smaller tasks so that they may be successful in accomplishing them, thereby gaining more confidence in themselves. As the slow student accomplishes more and more successfully, his tasks are increased both in difficulty and in scope.

New training material is in the process of being developed for the BARBERING course. The test papers for the entire course are almost complete, lacking only three or four sections. The outline of jobs taught in this course has been completed and the Instructor is now refining the objectives.

"The progress of the third class of barbers was superior to the former two; I believe this is due to the care taken in selecting the students. I also know that I have learned more about how to cope with the varied situations that training youthful offenders presents," reports the Barbering Instructor.

Poor motivation on the part of trainees who have very low educational levels continues to be one of the most difficult problems with which our instructors must deal. Experimentally, we have accepted for training inmates who have unusually low educational achievement levels to determine if they may be trained sufficiently to perform jobs in training-related fields. For instance, could a trainee who did not have the ability to learn to perform as an entry-level service station mechanic learn to perform the functions of a service station attendant? Because of the higher grade levels required for some of the other courses, most of the trainees who have low educational levels are accepted for training in the Bricklaying and Auto Service Station Mechanic-Attendant courses.

Providing opportunities for such trainees to learn by doing an actual job has proved to be one of the most effective methods of motivating trainees with low educational levels. In the Bricklaying Class, this method works very well, for the trainees can learn from the mistakes they may make in actually constructing a brick or concrete wall, etc. Since their materials are used over and over again, their mistakes can be used constructively by the instructor who points out the mistakes, then has the trainee tear down and reconstruct the job correctly.

On the other hand, a great deal of the practical shop experience Auto Service Station Mechanic-Attendant trainees receive in automotive engine repair is dependent upon the business they can solicit from free-world people who work at the prison. For this reason, the instructor must not only coordinate his course to fit the needs of each of his trainees, but his approach to training must also be geared to take advantage of the needs for repair as they occur. Mistakes are costly, and shop assignments must be carefully made and closely supervised to prevent trainees' causing other malfunctions that would prove costly to car owners and thereby discourage their trade.

Because of the complexity of coordinating these needs for training with the needs for repair, the instructor is reluctant to assign trainees with low educational levels to many of the "doing tasks" as often as they need these experiences. This type of trainee requires man for man supervision on such tasks as automobile repairs. The provision of such supervision is prohibitive to the progress of other trainees. Consequently, the trainee with the low educational level is not as easily afforded the "learn by doing" experience which has proved to be effective in other areas of training and is less motivated than other students.

The Welding Instructor encountered some difficulty in teaching the last group of trainees to read a framing square. Technical Writers are now developing a lesson to assist him with this specific training problem.

The Shop Supervisor visits Maxwell Field where he screens surplus property files periodically in order to select various equipment and supply items, such as screwdrivers, drill presses, bolts, nuts and screws, which have been requested by particular classes. Since other agencies who have access to the use of surplus property screen the files and select from this surplus property frequently, the Shop Supervisor has found that it is necessary to make at least two visits each week in order to find the more desirable materials which are in good condition.

The turnover of instructors has not appeared to disrupt the Technical Writing students to the extent we had feared. All members of the class are now writers-in-residence, the full-time students having been assigned to other vocational courses on a part-time basis when the new classes began in May. Each Technical Writing trainee is working on a lesson in his particular trade and is aware that he is expected to complete at least two lessons before graduation. These students attended the seminar conducted by Mr. Katz during the hours they were scheduled for Technical Writing. The seminar

introduced them to a somewhat different approach to programming than the mathetical one in which they had been trained, but we believe the introduction will help them to attain a greater degree of flexibility in writing their programs than former trainees had an opportunity to attain.

Materials Development Unit

Martha Terry and Sam Cassells from the unit participated in the seminar on programming conducted by Mr. Katz. Mrs. Terry's program, "Using Copy Editor's Symbols," was evaluated as one of the best prepared for this seminar. After validation, the project staff will use this program to achieve uniformity of copy marking.

The following lessons developed by the unit received individual tryouts during this reporting period:

Living Within Your Income

Choosing Your Clothing

Introduction to Table Manners

Recognition of Joints, Welds and Grooves

How to Read a Rule (mason's rule)

Working with Decimals.

We plan to field test these lessons this summer, along with a package of lessons on the Volt-Ohm-Milliammeter, copy-editing symbols, and letter writing. The latter two lessons are ready for individual and group testing within the prison.

Work continues on Introduction to Electricity, The Barber's Four Preparatory Steps, the Fractions Laboratory (a package of lessons), Introduction to Credit, and How an Auto Runs.

The program, Good Job Habits, was field tested during this period and has been turned over, along with lessons previously validated, to the Montgomery MDTA office which will print and distribute sample copies for MDTA officials

and each state division of vocational education. The Editor-Coordinator of the MDU is working closely with that office to help assure that all lessons are correctly printed and assembled. One lesson, Estimating Courses, was withdrawn from the group of programs being published when a mathetical error that necessitates a slight revision was discovered.

The present Materials Development Unit staff is as follows:

Supervisor - Donna M. Seay (Assistant Project Director)

Editor-Coordinator and Chief Programmer - Martha Terry

Programmer - Sam Cassells

Artists - Ben Harigel, Dovard Taunton

Clerical - Jim Crosby, Ronnie Truitt

Technical Writing Instructor - Howard Berringer. Note: Since Mr. Berringer resigned effective May 31 to accept a position in Hunstville, Alabama, every effort is being exerted to find another instructor for the Technical Writing Class.

VI. Job Development and Placement

Job Development

Employers continue to be receptive to hiring graduates. Very little resistance has been encountered because of the young men's previous felony convictions; most employers are more interested in their progress in training than in their criminal records. Good publicity and public relations are responsible, to a great extent, for this continued receptivity. We have

been fortunate that the project has received no adverse publicity in connection with those graduates who have been returned to custody. Most of the returnees were technical parole violators who were returned to prison for behavior that attracted little or no publicity.

Seven employers who previously hired graduates have hired others as the trainees graduated and became eligible for release. A barber, who owns a number of shops has hired five graduates of the Barbering courses. Four of these graduates were required to pass a barbering examination before acquiring apprentice licenses.

Three employers traveled over 100 miles to interview prospective employees not yet released from custody. Each one hired a graduate and agreed to hire more if these parolees prove satisfactory.

The demand for graduates of all courses during this season of the year results in fairly early placement when the inmates become eligible for release. The Placement Officer has received telephone calls and other contacts by employers, particularly service station owners, who wish to hire graduates. Unfortunately, these jobs are all in the Montgomery area, and we have already obtained employment for all the trainees who desired to locate in that area. We passed this job information along to other prison personnel so that they may assist inmates who are not graduates of our program in securing employment.

Experience has proved that it is most difficult to obtain jobs for graduates who complete their training in November. This is a normally slack employment season and competition for the jobs available is keen. Fall is the time of year when personal interviews with prospective employers would be of significant advantage. Thus far, we have been able to arrange only a very few job site interviews, and these were in the Montgomery area. In

cases where they were arranged, it was necessary for a guard to accompany the graduate and the Placement Officer, unless the graduate had a "trusty" custody status. The guard's presence is not difficult to detect by observant customers who may grow distrustful. Thus, employers usually look upon this arrangement with disfavor. Equally unfavorable is the effect the guard's presence has on the inmate's morale and self-confidence. Since this is an all-important visit to the free world, the youth generally needs all the courage he can muster.

Job Placement

Of the 122 graduates who have been released to jobs, 107 were placed in Alabama and 15 were placed in nine other states. Placement in the state is concentrated in the metropolitan areas, as is reflected in the Placement Impact Chart included in this report.

Placement activity during this reporting period

Released: 32 (1 to detainer in Florida)

Placed: 31

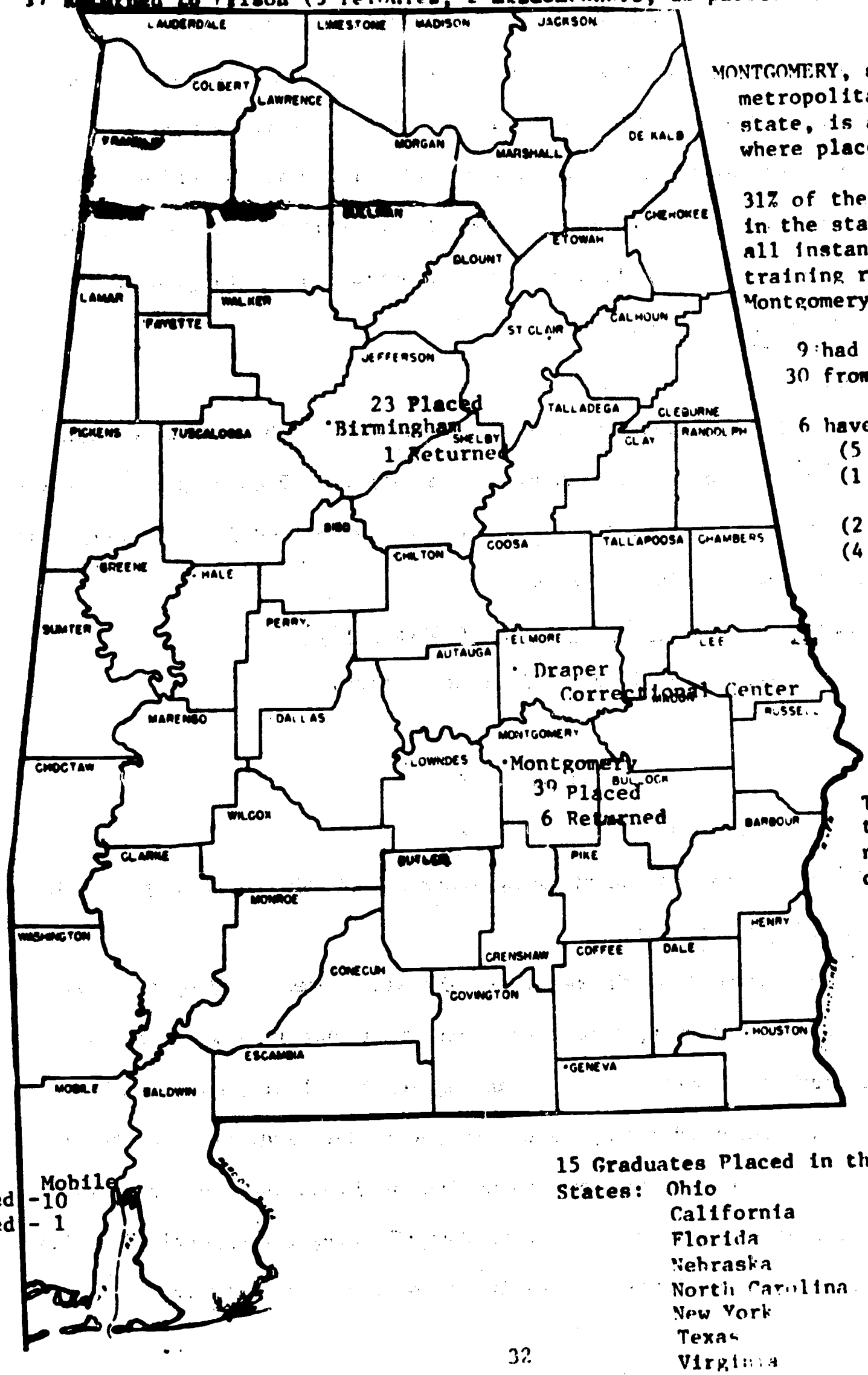
Training-related job: 25

Non-related : 6

Refer to Statistical chart in Appendix E on Graduates through May 31 for status of all graduates.

Employers of most of the returnees who were interviewed by the Placement Officer and Follow-up Counselor stated that they were well satisfied with the youths' job performance. Many agreed to rehire employees when they are again released from prison. Interview data indicate that the returnees' behavior was generally good during the hours they were at work. Difficulties arose after working hours when, lacking any supervised activities or the resourcefulness to creatively use their leisure time, the

173 Graduates
122 Released to Jobs
17 Returned to Prison (3 felonies, 2 misdemeanors, 12 parole violations)



MONTGOMERY, smallest metropolitan area in the state, is an IMPACT AREA where placement is concerned.

31% of the graduates placed in the state have in almost all instances been placed in training related jobs in Montgomery.

9 had families or relatives
30 from other areas

6 have been returned
(5 - parole violations
(1 - new offense

(2 - from Montgomery
(4 - from other areas

Two other metropolitan areas draw the next highest numbers of graduates:

Birmingham:	23
Mobile:	10

15 Graduates Placed in the following States:

Ohio	1
California	3
Florida	2
Nebraska	1
North Carolina	1
New York	1
Texas	2
Virginia	1

returnees turned for companionship to associates whom they had known in prison. These associates were too new in the process of adjusting to the free world and too frustrated by their own problems to offer the graduates much encouragement. They tended to rehash their frustrations and lack of progress, thereby increasing the insecurity of all concerned. The staff has reason to believe that a few of the returnees subconsciously violated parole in order to return to the security of prison life--for some, the only security they had ever known.

All but 8 graduates eligible for release have been placed in jobs. Confirmation of employment is expected shortly on 6 of these. Two of these individuals do not have a suitable home program available, and we have been unable to establish one thus far. Because of their age and mental maturity, jobs have also been difficult to obtain; however, efforts to place them continue.

The State Board of Pardons and Parole and the local Parole Supervisors continue to give much needed information and assistance in obtaining suitable home and job programs. The local supervisors have been very helpful in obtaining certain relevant information needed in the follow-up program. This information is vital in a continuing evaluation of the project. In some instances, former graduates have contacted staff personnel and told them of some of their personal problems. This information is passed along to the individual's parole supervisor.

VII. Follow-up

Unfortunately, one of our graduates whom we considered successful, recently violated parole. Information indicates that a former associate, also an ex-inmate, visited the graduate who quit his job the same day and left town without permission. He has been declared delinquent by the

parole board. We are currently attempting to confirm reports that both of these individuals were recently arrested for armed robbery in Arizona.

Until the time the former associate came to town, the graduate appeared to be well-adjusted and was setting a fine example in the community. His employer was pleased with his work and had highly praised the youth's ability and his progress. We have yet to learn the reason this graduate violated his parole after having made such excellent progress. The prognosis for this boy's success had been good. This case is one example of why three years are required to gather valid data on releasees.

Statistics

Released to Jobs: 142

Returned to Prison: 18*

Returnee Rate 12.7%

*Two returnees committed misdemeanors; three were convicted of new offenses (felonies: two charges of property theft, one robbery charge); and 13 violated parole.

For many of the Draper graduates, the problems they encounter upon release are critical because they have not had an opportunity to practice in a realistic setting the behavior they have learned is essential to their becoming responsible, free men--free from the dependency they have known in an institutional setting.

In a period of six months, the inmate who is trained in a vocational trade is given his feet, so to speak, when he learns a trade. He is exposed to the knowledge of how to make decisions, how to spend his earnings wisely, and how to get along with other people. But all of this knowledge is new to him and the real test comes when he takes his first steps into the free community. Here, there is no substitute for experience. Far too many of the graduates because of their cultural deprivation, their lack of resourcefulness and their nearly total economic impoverishment upon release find the

demands of the free world overwhelming because they have not had very much practice in living as free men. One needs only to look at a few examples of the problems they encounter and their reaction to them to realize that their greatest need is a relationship with someone who does more than discourage them from relapsing into old behavior patterns. (Refer to Appendix E.) Such a relationship must offer them an opportunity to discover a meaningful substitute way of living.

Fortunately, there are citizens of the Birmingham community who are interested in assisting the released prisoner. Their interest initiated a series of conferences to outline a sponsorship program which will be proposed to the State of Alabama Pardons and Paroles Board for revisions and suggestions. The proposed sponsorship program would mean to the released prisoner who returns to Birmingham that he has a friend he can turn to in times of need--someone to guide him in the use of his leisure time, someone to help him advance in his trade or get a better job, someone who can counsel him in the wise use of his earnings, someone who has a real and vital interest in him, someone who by volunteering an average of two to four hours per week may extend into the community the rehabilitative services the prisoner has received at Draper.

VIII. Statistics

	Current Trainees	Graduates 1st	Graduates 2nd	Graduates 3rd
1. Enrolled	72	52	53	63
2. Dropped (trg. terminated)	0	-3	-2	-4
3. Completed training		49	51	59
4. Age				
(a) 16 - 21	42	40	37	42
(b) 22 - 35	30	9	14	21
5. Education (CAT or MAT Scores)				
(a) 0 years	0	0	0	0
(b) 1 - 4 years	2	0	0	2
(c) 5 - 8 years	48	39	22	41
(d) 9 - 12 years	19	9	25	19
(e) over 12 years	3	1	0	1
6. Marital Status				
(a) Not married	48	38	38	47
(b) Married	11	11	8	15
(c) Annulled	1			
(d) Common Law	1			1
(e) Separated	3			
(f) Divorced	8		5	
7. Welfare Recipient				
(a) Yes	17	15	6	10
(b) No	55	34	45	53
8. Recidivist				
(a) Yes	38	29	34	27
(b) No	34	20	17	36
9. Criminal History				
(a) Burglary	19	29	21	29
(b) Robbery	9	11		6
(c) Grand larceny	12	18	17	14
(d) Embezzlement		1	2	
(e) Forgery	5	7	1	6
(f) Assault (Rob.)	1	1	1	
(g) Rec. & conc. stolen prop.		1		
(h) Theft		1		
(i) Armed Robbery			1	2

	Current Trainees	Graduates 1st	2nd	3rd
(j) Ass. to robbery	2			1
(k) Burg & G. L.	10		3	
(l) Burg. & escape	1		1	1
(m) G. L. & escape			1	
(n) Larceny			1	
(o) Left scene of accident			1	
(p) Trsptg. stolen property			1	
(q) Assault w/i murder	1			
(r) 2nd degree murder	2			
(s) 1st degree murder				1
(t) Burg. & arson	1			
(u) Selling stolen prop.				1
(v) Obtaining money by false pretense				1
(w) Escape	2			1
(x) Burg. & par. vio.	1			
(y) Buying & rec. stolen prop.	3			
(z) G. L. & embezzlement	1			
(aa) Burg. & forgery	2			

10. Number served but not trained: 158

11. Number released from prison: 148

(a) Paroled	117
(b) Short time	31
(c) Detainers	6

12. Number placed in jobs: 142

(a) Training-related	117
(b) Non-related	25

13. Number returned to prison: 18 (12.7%)

(a) Parole violation	13 (2 misdemeanors)
(b) New offenses	3 (felonies)

IX. Conclusions and Summary

A review of the problems the Draper E & D Project has encountered in its one and one-half years of operation points to the need of two additional components if such a program is to effect a better rehabilitation of the youthful offenders it serves.

One component should be instituted before inmates are accepted for vocational training and should serve functional illiterates whose reading deficiencies greatly deter their progress in learning a trade. In this particular prison population there are more functional illiterates than revealed by examination of public school grade achievements recorded in prison files. The progress of several of the 52 new trainees who have reading deficiencies will require intensive individual attention and tutoring. Such consumption of the instructors' time hinders the progress of the overall program. The staff will try to increase the rate of progress that present trainees can make in special reading classes by using a PerceptoScope and the reading programs designed for it. A recent demonstration of this instrument which was developed to facilitate the speed and comprehension with which a student learns to read leads us to believe that it will be particularly effective with a disadvantaged population. Hopefully a basic education program can be initiated 20 weeks prior to the beginning of new vocational courses in December. Equipping inmates with the reading ability to perform the shop-related classwork and programmed remedial work before they are accepted for vocational training will overcome many of the problems we have encountered with inmates who have low reading levels.

The other component should provide facilities or programs that will serve the Draper graduate after his release from prison, extending into the community certain of the rehabilitative services he has received in the institutional setting.

The progress many of our graduates are making in their adjustment to the free world is encouraging. Several have received both job promotions and wage increases. Others have increased their earning power. Many of them are in demand for overtime work and are eager to accept this means of supplementing their weekly earnings. Some have extra jobs on their days off. The vocational performance of most of the former trainees if not outstanding is at least satisfactory to their employers, and those who are making fair to good progress have managed to stay out of trouble during their leisure time.

Eighteen graduates have returned to prison. It is in reviewing their case studies as well as those of approximately 25 percent of the trainees who, although they remain free, are making poor progress that we discover the strengths, weaknesses, and additional needs of our program. Lack of a supervised setting in which graduates may receive guidance in practicing the behavior they have been taught is essential to their remaining free appears to be the greatest stumbling block for many who are not adjusting to the demands placed upon them as relatively free citizens. In cases where graduates have a close relationship with someone who believes in their ability to be successful--whether it be a family member, an employer, or a good friend--they are more apt to strive harder to reach their goals. The problems encountered by graduates who have returned to prison and those who are making poor progress seem to stem from the lack of such a relationship. Generally, they live in boarding houses, lack the ability to make new friends, and gravitate toward other released prisoners who are too new in their own attempts to "make it" outside to be of much inspiration. In fact, when newly released prisoners get together, they tend to reinforce each other in reverting to old patterns of thinking and behavior.

While these cases indicate a need to extend rehabilitative services into the community and efforts are being made to provide such services, the staff feels there are certain areas of personal-social training to which more emphasis must be given while inmates are in training. Plans have been made for all staff members to receive in-service training in group dynamics and group counseling techniques so that each may take advantage of every opportunity that arises to guide trainees through emotional blocks that tend to stymie their personal-social development.

Work continues on a proposal for a community-based facility which will serve released prisoners and probationers who need a supervised residential setting and continuing educational and personal-social development opportunities.

A proposal for a community Sponsorship Program has been initiated at the Rehabilitation Research Foundation as a coordinated program with Birmingham community organizations which are interested in assisting the released prisoner to reclaim and retain his freedom.

Appendix A

Notes taken during Dr. Charles Slack's Consultation Visit

Staff Meeting

Assembly

and

reports reprinted from

The School Psychologist Newsletter
Institute Issue
American Psychological Association

Notes from Staff Meeting

with

Dr. Charles Slack, General Consultant in Behavioral Psychology

Noting Draper Correctional Center as "the most impressive educational institute (he knew of) in the United States," Dr. Slack reviewed for the staff B. F. Skinner's experiments with rats from which Skinner derived his reinforcement theory of learning. "Dr. Skinner's experiments in an animal laboratory are the genesis of Draper's unique educational effort. In those days, reinforcement (food) was a concrete stimulus which when translated into education meant a test score or something else presented to the student by the system."

Premack has since conducted further experiments with rats in which he used the subject's high probability behavior ("whatever the rat happened to be doing when no controls were exerted upon him is most probably what he wants to do--a rat, running around") as a reinforcer to stimulate low probability behavior ("whatever the experimenter desires the subject to do--get the rat to eat food when he is not hungry (motivation)"). The experimenter (behavior manager) makes a contract with a student (learner) who is sleeping that simply states, "If you will work 30 frames in this English Grammar program (low probability behavior), then you may sleep for 10 minutes (high probability behavior)." Day by day, the manager increases the low probability behavior in ratio to the high probability behavior until doing English Grammar frames may become a reinforcer for working 30 frames in a math program.

The application of this principle of behavioral management is called Contingency Management and is unusually successful when concrete reinforcers are not at hand, Dr. Slack told the group, as he gave examples of some of his own experiments where concrete reinforcers were not available.

In managing contingencies, Dr. Slack stated, the experimenter always states the reward (high probability behavior allowable) in terms of minutes and the expected action (low probability behavior) in terms of units.

"Dr. Lloyd Homme has done experimental work at the Westinghouse Technology Laboratory, Albuquerque, New Mexico, in which he used contingency management with teenagers who were very much like the students you have here at Draper. They were 'street boys' in Albuquerque who were not institutionalized; thus, no holds could be placed upon them. They did not have to participate if they did not want to. The significant thing is that this experiment had no dropouts. The teenagers had an average performance rate of six months gain in reading and math in a matter of three weeks. The Albuquerque experiment was the first in which contingency management was used outside an institution to show that this way of managing the behavior of a group which was otherwise hard to manage was successful, with very little money invested."

Dr. Slack then described the Project 44 School at the Job Corps Center in Washington, D. C. and gave examples of their application of the contingency principle.

"I feel that the Draper programs might well apply this principle in almost all areas of their operation--with students in the classroom, in counseling sessions, even in brief encounters staff members may have with trainees. In managing contingencies for an inmate while he is in training, you, as a staff, can begin to teach him to manage them for himself so that he may transfer this principle to his everyday life," Dr. Slack stated.

A question and answer session following Dr. Slack's remarks permitted staff members to query him about application of the contingency principle to specific circumstances.

MAY 25 ASSEMBLY

An assembly of the Academic students and the MDTA Vocational trainees was held in the Chapel on May 25 for the purpose of introducing three distinguished visitors to the project.

The Project Director reminded students from each school that they are involved in unique programs, both sponsored by Federal grants. Dr. McKee recalled that many of the inmates present had been involved in one or the other of the programs since Draper became an educational center. "Being in the midst of an educational center, you are not identified as students, but as 'learners.' And as 'learners' in this unusual educational program, you are being watched by people not only in Alabama, but all over the country, even in foreign countries.

"Because so many people are interested in what you are doing, we are having more and more visitors. Two dignitaries from Washington will be here Thursday and Friday. I have received word that a team of ten people from Hawaii propose to come to Draper and work with us about a month. I received another letter requesting that three people from Puerto Rico be granted permission to visit the Draper projects. In a sense, you are in the spotlight because the experimental approaches being used to help equip you for a fruitful life in the free world are approaches that must be shared with people throughout the world who are concerned that the prisoner be trained for responsible community living in preparation for his release.

"Today we have three guests whom we wish you to meet. Many of you already know Dr. Charles Slack because he was instrumental in beginning here at Draper what was then the first full-time self-instructional school in the nation.

"Darryl Adams is a visitor from Denver, Colorado who is working with juvenile delinquents there.

"A third visitor, Mrs. Elvia Cooney, is a student who is getting her Ph.D. from Auburn University. The subject of her dissertation is a community-based halfway house. She has made a world-wide survey of prerelease centers and halfway houses and is drawing up a model that will include the best features of the programs she has researched.

"Mrs. Cooney's doctoral thesis will be made available to the Rehabilitation Research Foundation for use in planning such a facility for the Montgomery area. Mrs. Cooney is perhaps one of the few doctoral students who will see the results of her research implemented into an actual program."

Visitor Darryl Adams then described his work in Denver as providing services for boys whose lack of an adequate parole or probation plan would prevent their being released from prison or placed on probation if this program did not exist.

"Boys who have no job or training come into the Youth Opportunity Center for six weeks. They are provided a $45 per week allowance so that they may find a place to live and be free to participate in a six-week program which prepares them for enrollment in an MDTA program.

"Five group leaders are working on a 24-hour-a-day-call basis. They come into the Center about six hours a day to counsel boys concerning various personal and emotional problems.

"The six-week program offers basic education, as well as prevocational training. Field trips, tours of businesses, and tours of training situations familiarize the boys with various occupations, their advantages and disadvantages. We have 50 boys participating now. Of course, from this program, which is a pilot program like yours, we shall find what things are successful

and what are not. We need to serve about a 100 to 150 subjects to test the effectiveness of the Denver program. If such a program works in Denver, then it will be used in other parts of the country."

Dr. Slack then spoke to the group, first recalling some of the incidents that occurred in getting programmed instruction into Draper to begin the first self-instructional school. He remembered a school which was run by the inmates, primarily on an informal basis and feigned some astonishment to find psychologists and free-world staff upon his return.

"The programs at Draper have really grown, and now since programmed instructional schools are all over the world," Dr. Slack wondered, "What will be the next thing that the inmates can experiment with? I think I know."

The guest then described an experiment conducted at the University of Wisconsin Medical Center in which a computer was used to take medical history and explained the reasons for the experiment. Dr. Slack's brother had written up the findings of this experiment which created quite a stir in the medical field for the New England Journal of Medicine. The computer could detect if a patient had allergic reaction to certain medication, record the patient's previous illnesses or diseases, verify the patient's answer, then teletype the patient's history in medical terminology, although the patient probably responded in lay terms. In fact if a patient did not understand the terminology flashed on the screen, he could press a button and have the question explained in further detail. Further, the data so gathered could be stored on tape and put into a giant computer to be analyzed. This experiment saved two lives because it discovered factors that had been overlooked through "human error."

Dr. Slack explained that the small, inexpensive portable computer could accomplish many of the time-consuming tasks in the schools at Draper, such

as scoring, record keeping, typing analytical reports, etc. He said he felt inmates would quickly figure the computer out, thus become "computernicks" who were reluctant to let anyone else in on the idea--yet, with the coming of the computer would come more psychologists and other professionals--and again the program that started with the inmates will have evolved into another experiment in educational technology.

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Section I: SUMMARY OF DISCUSSIONS ON THE CONSERVATION OF HUMAN POTENTIAL: THE DISADVANTAGED

Group Leader: Robert D. Hess, Ph.D., University of Chicago
Recorder: John M. McKee, Ph.D., Rehabilitation Research Foundation, Draper Correctional Center, Elmore, Alabama

I. This institute addressed itself to three broad questions:
   A. What is meant by the term culturally disadvantaged?
   B. How does it affect the child?
   C. What can we do about it?

A. Definitions and descriptions of the disadvantaged

Regarding the question, which calls for definitions and criteria, several notions or concepts were proferred. (The answer to the second question, (B), will be reflected in the answer to the first.)

1. The disadvantaged child or person comes from a home that is alienated from the mainstream of society's activities, resources, and institutions. When the child reacts to a major social institution, as the school, he receives neither support, facilitation nor understanding in his effort to participate. There is usually a feeling of inefficacy on the part of the parent. For example, when a child exhibits undesirable school behavior, the parent admonishes the child to "do better" or "behave" himself--the parent exhibits no alternative reaction.

2. Intelligence test scores of the disadvantaged are lower than the mean in the population. However, the younger the child the higher the initial I.Q. score. On subsequent testing, it may drop.

In large cities, measurements on school readiness tests indicate that one-third or more of the children are not ready for school.

3. A symbolic deficit is another intellectual characteristic of the disadvantaged which is really a language-cluster deficit. The disadvantaged child is more kinesthetically oriented toward the physical, the concrete. The probable basis for this trait lies in insufficient use in the disadvantaged families of language for behavior control and shaping. Parent and child talk little to each other, they generally use little language to mediate symbolic behavior. An illustrative study was conducted in which child and parent cooperated in taking a color-sorting test. The disadvantaged parent used insufficient language in guiding the child as he took the test.

4. The disadvantaged displays more perceptual deficit--than the normal child--in perceiving his environment in detail. For example, d and b, and p and q are less easily distinguished by the disadvantaged child. In other studies, additional visual deficits were noted. The conclusion that may be drawn is that whatever visual operation that goes into discrimination, it has not been fully developed in the disadvantaged child. He would seem not to have sufficient visual acuity or discriminatory ability--and such a deficit leads logically to academic difficulty by erecting an immediate barrier to verbal and perceptual learning.

5. Auditory deficiency is also characteristic of the disadvantaged group. One study reported that the disadvantaged child exhibits significantly less learning than a normal population group through the media of radio and TV.

6. Another characteristic of the disadvantaged is his inability to delay, to select, to take time to decide. Mistakes are made and then corrected through the use of internalized language, before the physical act or error-making occurs.

B. Assisting the culturally disadvantaged

Several approaches exist that can speed up the educative process for the disadvantaged.

1. Tailor-made educational program to meet individual instructional needs.

Programmed instruction, a recently introduced educational technology, is designed to meet specific educational deficiences. A significant study that attempts to individualize instruction, reduce learning time, and increase motivation was reported being conducted at Draper Correctional Center in Alabama. Not only is programmed instruction being used at Draper in academic and vocational training, but it is also being employed in personal-social skill development.

2. Explore teacher-intervention techniques.
   a. Provide special training for those who will teach the disadvantaged.
   b. Masculinize teaching--give the male child an adequate authority and psycho-sexual model.
   c. Allow the educational institution to control more of the child's time.
   d. Promote the visiting teacher approach.

3. Take advantage of the many Federal programs for the economically deprived.
   a. Headstart projects for the preschool child. One to two-thirds of children in large cities are not ready for school at the age of six.
   b. Provide literacy education for parents of disadvantaged children.
   c. Get parents into Manpower Development and Training programs.
   d. Establish demonstration projects under Economic Opportunity Act, National Institute of Mental Health, Children's Bureau, the Appalacian Commission.

4. Design programs around parental intervention programs.

Home environment provides for the child a great amount of behavioral control or influence; so, intervening through various parental involvement approaches can lead to better socialization for the child. Moreover, if the parent is reached, more than one child is usually affected. If an option exists in parental intervention programs, concentration should be on parents with preschool and elementary children.

Various techniques are effective in reaching parents, but it is usually the mother who is home, since a large number of families are without fathers. One approach is to hold group discussions--pay parents to attend if necessary--offer routinized, pat solutions to problems, seek to eliminate negative behaviors rather than establish new behavior patterns altogether.

Another approach is to get parents to come to school to assist in teaching the child. Still another is to set up parent literacy education courses.

A bit of practical philosophy that should be borne in mind regarding parental intervention is that such an approach may help overcome the parental resistance to enrichment programs and prevent alienation from community resources.

D. Evaluation and assessment techniques.

1. Assessment of programs for the disadvantaged should be in relation to the opportunities that exist for them in their communities. Because of some experience--or lack of it--the disadvantaged are cut off from the mainstream of society. Corrective experimental programs may, therefore, be evaluated in terms of the degree of participation they have induced in the disadvantaged.

2. Evaluation should be over a much longer period of time. Usual gains in an enrichment program may fall over time, especially if a child is later removed from it.

3. Evaluation criteria should include a number of other measures, and I.Q. should not receive necessarily a high position on the list. Other indices may be:

   a. Standardized achievement measures
   b. Parental participation
   c. Absenteeism and dropouts
   d. Social "adjustment"
   e. Classroom observation
   f. Measurements of perceptual gain
   g. Measurements that determine the degree of child-parent use of community resources.

E. Conclusion

The disadvantaged child should be taught a repertory for adaptation for retraining and for resocialization--which is required in all for modern living. Education, then, would be viewed as the development of information strategies and processes. The spirit of inquiry should be developed: How do you find out something? is the question of this strategy. The new math and English grammar, for example, may be interpreted as strategy-content. All new approaches, new ideas and views discussed in this institute on the disadvantaged may be viewed as attempts to bridge an apparent gap between one segment of society and another--a gap more artifact than substantial, and indeed reversible.

Section II: SUMMARY OF DISCUSSIONS ON THE CONSERVATION OF HUMAN POTENTIAL: THE CREATIVE

Group Leader: Dr. Harold H. Anderson, Michigan State University
Recorder: Dr. Gordon H. Rettke, Charlotte-Mecklenburg Schools, Charlotte, North Carolina

In order to set the stage or provide the reader with the sense of having been there, let us begin with a number of random statements from the notes recorded by Mary Jane Eaton[1] and Willard H. Nelson.[2]

Creativity is the emergence of originals. Each individual is a kind of flowering uniqueness. Growth and learning occur only through the confronting of differences and free interplay of the differences. Thus creativity is facilitated by the open relationship and open society. And, conversely, creativity is inhibited by threat and by autocratic demand.

Dr. Anderson emphasized the continuity and comparability of the biogenic and psychogenic phases of individuation: (1) non-hostile confronting of differences, (2) open interaction (3) differentiation, and (4) integration. The uniting of the sperm with the ovum in the act of conception was used as a prime example of the process. A parallel process was seen in creativity or the emergence of originals in personality development.

Creativity then is a process in which change occurs and novel production results. According to Dr. Anderson the phase of open interaction and the creative moment are too often neglected in current theory and research.

Creativity varies independently of native intelligence and in this as well as many other respects is closely allied to the concept of mental health. It is a positive, dynamic, fulfilling process, however, and not merely the absence of identifiable illness. The fostering of creativity, personality, growth, or integrated individuality may well be the crucial factor in successful psychotherapy as contrasted with diagnosing and treating or curing the "illness" or "disease."

Creativity was seen to exist on a continuum with identifiable levels relating to degrees of environmental usurpation or domination and threat. The lower the degree of domination and threat experienced the higher the degree of spontaniety and creativity. Socially integrative behavior occurs at dominance levels one and two. Level three produces resistance and the vicious circle. Vacillation and indecision, or the balance of power in conflict occurs at level four. Level five produces submission and neuroses. The functional psychoses occur at level six.

The above model strongly suggests that creativity or potential creativity or potential creativity has an inverse relationship to the proportion of experiences relegated to unconscious. Or to say it positively, the creative or potentially creative personality has relatively freer access to his total perceptual field.

Some of our society's major values and systems tend to inhibit creativity.

---

[1]Miss Eaton is Supervisor of Guidance Services for the Madison County Board of Education, Madison, Alabama.

[2]Dr. Nelson is the Associate Professor of Psychology and Education for Florida State University, Tallahassee, Florida.

Closed systems of education emphasizing "teaching" rather than "learning" need to become open systems which will allow non-hostile confronting of differences and open interaction through the reduction of individually experienced domination and threat.

The problems and difficulties attendent to the evaluation and indentification of creativity were discussed briefly toward the end of the workshop. Considerable research and a further refinement of theory will be necessary before valid methods and techniques of evaluation can be developed. Until then, practitioners in the field will need to do the best they can with available methods which seem to show promise.

Appendix B

Other Conferences, Tours, and Presentations

Conferences, Tours, and Presentations

April 8 - Lee Allen Ford and Allen Sellers from the Alabama Commission on Alcoholism conducted a seminar for the Supplementary Classes. The two guests were also present for the presentation of Biweekly Outstanding Student Awards.

April 11 - Bill Beale of Welders Supply, Inc., Montgomery, demonstrated a wire-fed, semi-automatic welding machine which is being lent to the Welding Class by his firm.

April 15 - At a workshop, "How the Volunteer Can Assist in Meeting the Needs of the Community," held at the Handley Memorial Presbyterian Church in Birmingham, Alabama, the Historian presented, "The Needs of the Released Prisoner When He Returns to the Community." This workshop was sponsored by the Presbyterian Women of the Church of Alabama.

April 20 - A joint meeting of the Rehabilitation Research Foundation Board of Directors and Advisory Committee was opened with an address by A. F. Lee, Commissioner of Corrections. Mr. Lee briefly described the future plans of the Board of Corrections which are being formulated as a result of a prison bond program designed to remove the maximum security facility, Kilby Prison, from the Montgomery area. A new facility will be constructed at Atmore, Alabama, to house older, less tractable inmates from both Kilby and Atmore. The remaining inmates will be assigned to Draper Correctional Center. The Governor of Alabama, the Lt. Governor, the Attorney General, the State Finance Director, and the Commissioner of Corrections constitute the authority designated to expedite this program.

Next on the agenda was an address by J. F. Ingram, Director of the State Division of Vocational Education. Mr. Ingram noted the importance of experimental research in any field, particularly to the field of vocational education which has been too long neglected with regard to research. He praised the Draper project for the role it had played, but reminded the group that however successful the project appeared to be in developing effective instructional materials, in successfully training youthful offenders in one of several trades, and in reducing the state's high rate of recidivism, there remained a great deal of research to be accomplished. The project, Mr. Ingram felt, must continue to make every effort to seek the causes of failure on the part of the few graduates who had unfortunately returned to prison.

Stated Mr. Ingram, "We are finding some things out in the MDTA program which are very important to the entire field of vocational training. For instance, some of the occupations for which we are training people do not require as much time as we had thought in the past. Trade schools normally operate six hours a day, five days a week; this class time is set to avoid overtaxing the student. The Draper project seems to be getting as good results from an eight-hour study day. Apparently the combination of mental activity in classroom work and physical activity in shop work keeps fatigue at a minimum.

"It is urgent that this important training and experimental research continue so that we may learn how to send prisoners out into life able not only to earn a decent living, but also able to live a decent life. Remembering that each human being is precious to someone, we must press far enough to discern the causes

for a released prisoner's failure to remain free and to discover every possible measure that may be taken to prevent his failure."

Following the two addresses, progress reports were given on the Academic School by its Coordinator, Carl B. Clements, and on the MDTA program by the Assistant Director, Donna Seay.

Proposed plans for the future were presented by Dr. John McKee, Executive Director of the Foundation. First, he emphasized the needs for extending into the community some of the rehabilitative services being offered in the Draper project, and outlined proposed objectives for a community-based facility which would serve many of the needs of releasees for a supervised residential setting and continuing educational opportunities.

Dr. McKee briefly described a demand for occupational literature to be written on a level that would be effective in reaching a disadvantaged population. He reported to the group that Washington officials had encouraged the Foundation to consider a proposal for developing such information, and presented proposed objectives for this program.

Teaching techniques found to be effective in dealing with disadvantaged youth are not recorded or organized to provide teacher training, Dr. McKee told the board members and advisory committee. We are being urged to record and document those techniques we have found to be most effective in instructing inmates at Draper, and have developed objectives for a proposal which would allow people in correctional and other settings to benefit from the experience we have gained at Draper. The Teacher Training Proposal Objectives were then presented.

After lunch, the Historian described the need for a community sponsorship program for many of the project's released graduates. This presentation was followed by a group discussion during which board and advisory members contributed ideas and suggestions as they evaluated the proposed program from the community volunteer's viewpoint.

April 22 - A seminar on Parole Rules was conducted for Supplementary Classes by Parole Supervisors Elmo Graves and James Taylor.

Outstanding student awards were presented in an assembly at the Draper Chapel.

Interviews were arranged with certain staff members so that Dr. John McCollum and an Assistant, Dr. M. G. McCollum, might continue their evaluation of the basic education component of the project.

April 26 - Dr. McKee served on a panel which discussed "The Problems of Youth" before the American Association of Mental Health Conference in Mobile.

April 28 - Dr. McKee attended an evening meeting of community members interested in the services provided by The Family Guidance Center.

May 6 - The Project Director attended the Alabama Psychological Association Conference in Huntsville.

May 9 - Dr. McKee met with the Joint Commission on Correctional and Manpower Training in Washington, D. C.

May 10 - Dr. Dempsey Pennington and Betty Chapman of Teco Instruction, Inc., Ft. Lauderdale, Florida, consulted with MDU staff members.

May 17, 18 & 19 - Director and Assistant Director attended the following conferences in Washington:

Job Corps Conference (Director)

OMAT Bonding Meeting (Director and Assistant)

Mar 20 - Sgt. Larry Corwin, recently elected Governor of the Toastmasters of Alabama, consulted with Administrative Staff concerning the initiation at Draper of a program similar to the well-known Toastmaster Clubs during the evening hours. Sgt. Corwin conducts such a community volunteer program, called The Gavel Club, at Kilby Prison at the present time, and is interested in performing a similar service for the Draper inmates. This program is primarily designed to help inmates develop self-confidence in expressing themselves in public.

May 24 - Wayne Greenhaw, Staff Writer for the Alabama Journal, began a Creative Writing Class which will meet every other Tuesday from two to four o'clock p.m. Six inmates, one or two of whom are former Technical Writing trainees who have recidivated, have enrolled in this class.

Other visitors from the Visitors Register

W. A. Welch, Labor Supervisor, Swainsboro, Georgia

Barney Weeks, Alabama Labor Council, AFL-CIO, Birmingham, Alabama (Member of RRF Advisory Board)

Harry Fuller, National Consumer Finance Corporation

Earl Pippin, Alabama Consumer Finance Corporation

Russell Turpin, Assistant State Supervisor, Georgia Department of Education

Odell Dyer, Supervisor, W. S. Program

Paul H. Chatelain, Director, Montgomery Museum of Fine Arts

Class from Jemison High School

William H. Clements and Brad Faulkins, Barber Shop Owners from Decatur, Alabama

Carolyn G. Brown and Mary Jo Ventress, Assistant Supervisors of Occupational Home Economics, State Department of Education

Floyd D. Johnson, Director of STEP, Columbia, S. C.

Professor Allan Shields, Auburn University, and class of 40 Psychology students

Vera Bruhn, President of RRF Board of Directors, and Rena Hill Selfe, Advisory Committee Member, Birmingham

Appendix C

Data on Inmates presently in training:

Prevocational Orientation Outline & Schedule

Socioeconomic Information

Pre-Course Test Scores

PREVOCATIONAL TRAINING SCHEDULE

May 2, 1966 ---- May 5, 1966

CLASS	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Small Electric Appliance Repair	7:30-11:00	A	C	E	G
	12:30-4:00	B	D	F	
Welding	7:30-11:00	C	E	G	B
	12:30-4:00	D	F	A	
Bricklaying	7:30-11:00	E	G	B	D
	12:30-4:00	F	A	C	
Auto Service Station Mechanic-Att.	7:30-11:00	G	B	D	F
	12:30-4:00	A	C	E	
Barber	7:30-11:00	B	D	F	
	12:30-4:00	C	E	G	
Remedial	7:30-11:00	D	F	A	C
	12:30-4:00	E	G	B	
Supplementary	7:30-11:00	F	A	C	E
	12:30-4:00	G	B	D	

BREAK SCHEDULE

Small Electric Appliance Repair (Mr. Moon) ..... 9:00 - 9:15
Welding (Mr. Cobern)..... 9:00 - 9:15

Bricklaying (Mr. Norris)..... 9:15 - 9:30
Auto Service Station Mechanic-Attendant (Meredith).. 9:15 - 9:30

Barber (Mr. J. Graham)..... 9:30 - 9:45
Supplementary (Mr. M. Graham)..... 9:30 - 9:45
Remedial (Mr. Parsons)..... 9:30 - 9:45

NOTE: The Technical Writing and Radio and TV Repair classes will remain in their regular classroom all week. They will not attend Remedial or Supplementary classes.

PREVOCATIONAL ORIENTATION

Shop Instructors

1. Each student will introduce himself telling -

   Name

   Hometown

   Previous jobs held

   Previous training for occupation

2. Each instructor will introduce himself telling -

   Name and hometown

   Experience

   Training

3. Ask each student to write down questions

4. Each instructor will review course outline and discuss job opportunities in his field. He will also, cover physical and academic prerequisites of the occupation. (Where jobs are available--salaries?)

5. Instructor ask for questions and answers them.

6. Instructor will demonstrate use of tools and equipment. Allow each student to perform a simple task using tools and equipment. Instructor observes each performance carefully and makes notes necessary for the selection of students.

7. Review shop and classroom rules and safety precautions.

8. Administer pretest---Use P.I. developed by MDU

9. Explain rating system as it applies to his own course-

Basis Education-

1. Picture Inventory Test will be administered by college corp..
2. Short IQ Test will be administered by college corp.
3. Explanation of remedial work, point system, certificates, schedule, etc., will be made.

Supplementary

1. Movies on motivation will be shown.
2. Rules (general) will be explained (conduct, tardies, absentees, breaks, grooming, attitude, etc.)

SOCIOECONOMIC INFORMATION

Training Course: Barbering — Section IV

Trainee No.	Recidivist*	Crime	Past Work Experience	County from which sentenced	Married	Welfare Recipient
1	No	Robbery	Cotton mill	Mobile	Divorced	No
2	No	Robbery	Laborer	Mobile	Yes	No
3	No	Burglary	Painter	Dale	No	No
4	Yes	Grand Larceny	Ser. Sta. Att.	Etowah	Yes	Yes
5	No	Aslt. w/i/Rob.	Clerk in Dept.	Jefferson	No	No
6	Yes	Grand Larceny	Construction	Houston	No	Yes
7	Yes	Escape	Mill Worker	Etowah	No	No
8	Yes	Grand Larceny	Sht. Order Ck.	Calhoun	No	No
9	Yes	Burglary	Laborer	Montgomery	No	No
10	Yes	G.L. & Embezz.	Laborer	Jefferson	Yes	Yes

*60% recidivist when entering training

Training Course: Electric Appliance Repair — Section IV

Trainee No.	Recidivist*	Crime	Past Work Experience	County from which sentenced	Married	Welfare Recipient
1	Yes	Forgery	None	Tuscaloosa	No	No
2	Yes	Burglary	None	Houston	No	No
3	No	Burg. & P.V.	Truck Driver	Houston	Divorced	No
4	No	Rustling	Truck Driver	Morgan	No	No
5	No	Escape	Ser. Sta. Att.	Bibb	No	Yes
6	No	Burglary	None	Houston	No	No
7	Yes	Burg. & G.L.	Farmer	Cullman	No	No
8	No	Burglary	Laborer	Calhoun	No	No
9	Yes	Burglary	None	Mobile	No	No
10	Yes	Burg. & G.L.	Laundry	Lauderdale	No	Yes

*50% recidivist when entering training

Training Course: Welding — Section IV

Trainee No.	Recidivist*	Crime	Past Work Experience	County from which sentenced	Married	Welfare Recipient
1	Yes	B.& R. St. Prop.	Nursery Lab.	Jefferson	No	No
2	Yes	Burglary	Nursery Lab.	Mobile	No	Yes
3	No	Grand Larceny	Painter	Lauderdale	Yes	No
4	No	Burg. & G.L.	None	Montgomery	No	No
5	Yes	G.L. & Escape	None	Elmore	No	Yes
6	No	Burg. & G.L.	Plumbing	Jefferson	Sep.	No
7	Yes	G.L. & Burg.	Shtrck. Hang.	Jefferson	Yes	No
8	No	Burglary	Tree Surg.	Madison	Annulled	No
9	Yes	B.& C. St. Prop.	Laborer	Cleburne	Yes	Yes
10	No	Forgery	Meat Cutter	Clarke	Divorced	No
11	No	Forg. & Aid Esc.	Salesman	Elmore	Divorced	No

*50% recidivist when entering training

SOCIOECONOMIC INFORMATION

Training Course: Bricklaying Section IV

Trainee No.	Recidivist*	Crime	Past Work Experience	County from which sentenced	Married	Welfare Recipient
1	Yes	Grand Larceny	Laborer	Walker	No	No
2	No	" "	Salesman	Dale	No	No
3	Yes	Burg. & G. L.	None	Houston	No	No
4	No	Burglary	Laborer	Tallapoosa	No	No
5	Yes	Burg. & Forg.	Carpet Layer	Mobile	Div.	No
6	Yes	Burglary	Clerk	Geneva	Yes	Yes
7	Yes	Forgery	Journeyman	Talladega	Yes (3)	No
8	Yes	G. L.	Roofer	Montgomery	Common Law	No
9	Yes	Burg. & Forg.	Construction	Madison	Yes	No
10	No	G. L.	Laborer	Mobile	No	No

*70% recidivist when entering training

Training Course: Auto Service Station Mechanic Attendant, Section IV

Trainee No.	Recidivist*	Crime	Past Work Experience	County from which sentenced	Married	Welfare Recipient
1	Yes	Asslt. w/i/Rob.	Laborer	Dekalb	Div.	Yes
2	No	Grand Larceny	Laborer	Dale	Sep.	No
3	No	Burglary	Dishwasher	Jefferson	No	Yes
4	No	Burglary	None	Chilton	No	No
5	Yes	Grand Larceny	Mechanic	Mobile	Div.	No
6	No	Acces. to Rob.	Laborer	Colbert	No	No
7	No	G. L.	None	Mobile	No	Yes
8	Yes	Forgery	Painter	Tuscaloosa	No	No
9	No	Burglary & G.L.	Salesman	Jefferson	Sep.	No
10	No	Burglary	Laborer	Mobile	No	Yes
11	No	Burglary & G.L.	None	Lauderdale	No	Yes

*30% recidivist when entering training

METROPOLITAN ACHIEVEMENT TEST SCORES: GRADE PLACEMENT

Training Course: ASSTA Beginning Date: May 2, 1966

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHE-MATICS Reas.	Total AVERAGE
A	12.1	8.7	9.4	4.2	6.2	7.7	8.0
B	9.5	6.1	9.7	6.5	8.3	8.6	8.1
C	8.3	6.6	10.7	6.8	5.6	7.8	7.6
D	4.5	4.2	5.9	5.1	5.9	6.3	5.3
L	5.3	5.7	7.6	3.3	5.4	7.5	5.8
F	4.6	2.6	4.9	4.6	5.6	6.3	4.9
G	7.4	4.7	6.3	5.4	4.8	2.9	5.3
H	7.6	6.1	8.7	5.5	7.1	8.3	7.2
I	11.8	9.9	11.6	9.1	7.2	9.2	9.8
J	9.2	8.7	7.9	6.4	6.1	7.9	7.5
K	6.1	6.8	10.1	6.1	6.4	8.3	7.3
Class Average	7.9	6.4	8.3	5.7	6.2	7.3	7.8

Training Course: BRICKLAYING Beginning Date: May 2, 1966

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHE-MATICS REAS.	TOTAL AVERAGE
A	8.7	5.9	10.0	5.9	5.8	7.2	7.3
B	10.2	10.3	12.5	9.6	8.5	11.0	10.4
C	6.5	5.3	7.8	5.9	5.9	7.0	6.4
D	11.8	10.3	8.8	7.1	6.5	7.7	8.7
E	7.6	5.3	7.3	7.1	7.4	7.7	7.1
F	9.2	5.3	8.8	6.1	7.5	8.1	7.5
G	3.3	2.0	4.9	3.3	4.6	2.8	3.7
H	5.3	4.0	5.7	4.8	5.8	5.0	5.1
I	10.9	9.0	11.5	7.8	7.5	7.0	9.0
J	9.7	8.7	8.8	6.6	7.6	7.8	8.2
CLASS AVERAGE	8.3	6.6	8.6	6.4	6.7	7.1	7.3

Training Course: WELDING Beginning Date: May 2, 1966

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHE-MATICS REAS.	TOTAL AVERAGE
A	9.7	5.7	11.8	8.5	7.4	8.3	8.5
B	10.5	9.7	10.1	8.0	8.3	8.4	9.2
C	12.4	12.2	8.7	6.1	7.4	6.8	8.9
D	10.1	10.8	9.8	9.5	7.7	7.5	9.2
E	11.2	9.9	10.2	6.2	7.2	6.8	8.0
F	8.6	8.1	6.0	6.3	7.5	6.4	7.1
G	6.5	6.8	6.5	6.2	5.9	6.7	6.4
H	9.7	7.3	6.7	7.1	7.5	9.2	7.9
I	10.8	7.1	9.4	5.3	6.2	7.2	7.7
J	7.7	8.3	8.1	6.3	7.4	7.4	7.5
K	11.5	8.7	7.0	5.9	6.7	7 0	7.8
CLASS AVERAGE	9.88	8.6	8.57	6.85	7.2	7.42	8.01

METROPOLITAN ACHIEVEMENT TEST SCORES: GRADE PLACEMENT

Training Course: EAR Beginning Date: May 2, 1966

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHE-MATICS REAS.	TOTAL AVERAGE
A	7.6	7.5	6.8	6.1	6.1	7.8	8.0
B	8.1	7.7	7.8	9.1	9.3	11.2	8.9
C	8.1	7.1	7.3	5.5	7.1	7.8	7.2
D	9.7	5.9	8.7	5.3	7.1	8.8	7.6
E	6.5	4.9	6.1	5.7	6.9	7.7	6.3
F	7.9	7.5	7.1	8.6	9.3	9.2	8.2
G	8.3	6.3	8.2	7.1	7.5	9.4	7.8
H	12.4	12.5	10.3	5.4	6.5	6.8	9.0
I	11.5	7.7	7.8	6.2	5.9	6.4	7.2
J	7.1	7.3	8.1	5.5	7.7	8.3	7.3
CLASS AVERAGE	8.72	7.44	7.82	6.45	7.34	8.34	7.74

Training Course: BARBERING Beginning Date: May 2, 1966

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHE-MATICS REAS.	TOTAL AVERAGE
A	6.0	3.0	5.0	4.6	6.1	7.0	5.3
B	13.7	11.9	10.3	14.1	14.3	14.2	13.0
C	7.6	7.9	7.0	7.0	9.9	8.6	8.0
D	6.3	4.9	7.8	6.2	7.2	8.8	6.9
E	6.2	5.3	7.1	5.5	5.9	6.1	6.0
F	11.0	9.9	8.8	7.8	7.6	9.8	9.1
G	12.9	11.6	10.8	8.7	6.6	8.1	9.8
H	8.7	9.7	7.6	7.8	11.0	11.3	9.1
I	11.4	8.7	10.7	6.8	7.2	7.9	8.8
J	5.7	6.3	7.1	4.7	6.0	7.9	6.3
CLASS AVERAGE	9.0	7.9	8.2	7.3	8.2	9.0	8.2

Appendix D

Grade Gain and Test Scores

for

Trainees, Section III

(November 1, 1965 - April 29, 1966)

To diagnose deficiencies, prescribe remedial courses, measure student progress, and evaluate the use of programmed materials in remedial training, the Metropolitan Achievement Test for grade placement is administered prior to the beginning of courses and just before graduation.

The following table reflects the grade gain of these students in the various categories.

Grade Gain of Third Section Trainees*

Class	Word Knowledge	Read-ing	Spell-ing	Total Language	Math Comp.	Math Reasoning	Total Average
ASSMA	.48	-.33	.50	.14	1.40	1.05	.54
Bricklaying	.84	.79	.22	-.55	1.1	.67	.51
Barbering	.17	.08	1.18	.59	.38	.61	.5
SEAR	1.49	.68	.77	.22	1.04	1.0	.86
Welding	.76	.31	.48	.67	.81	.91	.66
Average Grade Gain:	.75	.30	.63	.21	.95	.85	.61

*Refer to pre- and post-score scores in this appendix.

METROPOLITAN
TEST DATA

Auto Service Station Mechanic-Attendant
TRAINING COURSE

ection: 1
ength of Course: 6 months Pretest Date: Nov. 1965 Posttest Date: April 1966

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWL-EDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
A * BS	11.2	9.9	6.0	6.4	6.7	7.5	8.0
A ** ES	11.2	11.9	7.3	7.1	6.4	7.3	8.5
RADE GAIN	0	2.0	1.3	.7	-.3	-.2	.5
B BS	7.6	7.7	9.8	4.3	6.2	7.0	7.1
B ES	8.7	6.3	9.4	7.3	8.5	9.8	8.3
RADE GAIN	1.1	-1.4	-.4	-3.0	2.3	2.8	1.2
C BS	7.9	6.1	9.0	4.8	6.9	7.3	7.0
C ES	8.7	5.9	8.6	7.0	9.9	9.8	8.3
RADE GAIN	.8	-.2	-.4	2.2	3.0	2.5	1.3
D BS	5.3	4.9	6.5	6.8	6.2	7.9	6.3
D ES	5.2	4.9	8.7	5.4	7.6	8.1	6.7
RADE GAIN	-.1	0	2.2	-1.4	1.4	.2	.4
E BS	11.4	9.2	8.5	7.8	8.5	8.5	8.9
E ES	11.7	9.7	6.5	7.7	9.3	11.3	9.4
RADE GAIN	.3	.5	-2.0	-.1	.8	2.8	.5
F BS	4.3	5.3	5.1	4.0	6.4	6.5	5.3
F ES	7.4	2.4	6.3	4.2	5.0	5.8	5.2
RADE GAIN	3.1	-2.9	1.2	.2	-1.4	-.7	-.1
G BS	9.2	8.7	6.4	7.8	-5.6	6.6	7.5
G ES	8.1	7.7	7.0	6.8	6.5	7.0	7.2
RADE GAIN	-1.1	-1.0	.6	-1.0	.9	.4	-.3
H BS	14.5	11.9	7.5	8.7	9.2	9.1	10.2
H ES	12.6	12.2	10.0	6.1	11.0	8.8	10.1
RADE GAIN	-1.9	.3	2.5	-2.6	1.8	-.3	-.1
I BS	4.3	4.9	6.8	5.5	5.1	4.2	5.1
I ES	4.3	4.2	5.4	4.3	5.4	5.8	4.9
RADE GAIN	0	-.7	-1.4	-1.2	.3	1.6	-.2
J BS	6.5	7.3	9.4	5.3	6.6	6.7	7.0
J ES	6.7	5.7	10.1	6.2	7.2	7.7	7.3
RADE GAIN	.2	-1.6	.7	.9	.6	1.0	.3
K BS	3.8	3.0	6.5	4.3	4.8	4.4	4.2
K ES	5.2	4.4	8.5	3.8	5.5	5.0	5.4
RADE GAIN	1.4	1.4	2.0	-.5	.7	.6	1.2
L BS	7.4	8.7	10.0	5.3	5.9	5.0	7.1
L ES	9.2	7.1	9.7	6.8	7.9	7.0	8.0
RADE GAIN	1.8	-.4	-.3	1.5	2.0	2.0	.9
CLASS RADE GAIN	.48	-.33	.50	.14	1.40	1.05	.54

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

METROPOLITAN
TEST DATA

BARBERING
TRAINING COURSE

Section: 1
Length of Course: 6 months Pretest Date: Nov., 1965 Posttest Date: April, 1966

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWL-EDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
A * BS	12.0	11.6	7.0	9.1	6.7	7.7	9.0
A ** ES	12.1	11.9	8.8	6.4	7.6	9.2	9.3
GRADE GAIN	.1	.3	1.8	-2.7	.9	1.5	.3
B BS	6.3	5.7	9.8	5.4	6.6	7.7	6.9
B ES	6.5	5.3	10.2	7.5	7.1	8.1	7.5
GRADE GAIN	.2	-.4	.4	2.1	.5	.4	.6
C BS	7.6	5.7	6.5	5.9	6.6	6.7	6.5
C ES	8.3	5.9	7.8	6.8	7.5	8.1	7.4
GRADE GAIN	.7	.2	1.3	.9	.9	1.4	.9
D BS	5.7	4.2	9.6	5.9	6.2	6.8	6.4
D ES	5.3	4.7	8.5	6.8	6.6	7.2	6.5
GRADE GAIN	-.4	.5	-1.1	.9	.4	.4	.1
E BS	11.8	11.6	9.4	8.1	7.1	9.8	9.6
E ES	11.4	11.9	10.2	9.5	8.3	11.0	10.4
GRADE GAIN	-.4	.3	.8	1.4	1.2	1.2	.8
F BS	5.4	5.7	5.5	7.0	6.2	6.9	6.0
F ES	6.3	6.6	7.6	6.8	5.9	6.7	6.7
GRADE GAIN	.9	.9	2.1	-.2	-.3	-.2	.7
G BS	10.8	9.7	6.8	8.3	10.4	9.4	9.1
G ES	9.9	11.2	8.7	8.1	8.8	11.2	9.7
GRADE GAIN	-.9	1.4	1.9	-.2	-1.6	1.7	.6
H BS	9.7	9.9	9.4	6.1	8.8	8.3	8.7
H ES	11.4	8.7	10.8	7.8	8.7	8.3	9.3
GRADE GAIN	1.7	-1.2	1.4	1.7	-.1	0	.6
I BS	11.4	11.9	11.8	6.2	10.8	10.3	10.4
I ES	12.0	11.2	11.6	9.2	11.7	12.1	11.3
GRADE GAIN	.6	.7	-.2	3.0	.9	1.8	.9
J BS	8.3	6.1	6.1	5.5	6.9	7.5	6.7
J ES	10.5	6.3	8.2	6.4	7.5	9.4	8.1
GRADE GAIN	2.2	.2	2.1	.9	.6	1.9	1.4
K BS	5.1	5.9	7.6	6.6	5.9	6.7	6.3
K ES	5.5	5.9	11.2	6.4	6.2	6.8	7.0
GRADE GAIN	.4	0	3.6	-.2	.3	.1	.7
L BS	7.4	8.7	6.5	6.1	5.2	6.3	6.7
L ES	6.7	7.5	8.1	5.9	6.1	6.3	6.8
GRADE GAIN	-.7	-1.2	1.6	-.2	.9	0	.1
M BS	14.5	13.1	9.9	9.8	10.9	14.6	12.1
M ES	12.3	12.5	11.6	10.1	10.8	11.2	11.4
GRADE GAIN	-2.2	- .6	1.7	.3	-.1	-3.4	-.7
CLASS GRADE GAIN	.17	.08	1.18	.59	.38	.61	.5

*Beginning of Course Scores - Form AM
**Ending of Course Scores - Form BM

METROPOLITAN
TEST DATA

Bricklaying
TRAINING COURSE

ection: 1
ength of Course: 6 months Pretest Date: Nov. 1965 Posttest Date: April 1966

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT		WORD KNOWL-EDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
A	* BS	4.1	4.2	5.7	5.0	4.4	5.8	4.9
	** ES	5.1	3.8	5.3	4.0	5.0	5.6	4.8
RADE GAIN		1.0	-.4	-.4	-1.0	.6	-.2	-.1
B	BS	7.9	7.1	6.5	4.3	4.5	7.0	6.2
	ES	8.3	8.5	7.3	5.3	6.1	8.8	7.4
RADE GAIN		.5	1.4	.8	1.0	1.6	1.8	1.2
C	BS	8.7	7.7	9.4	7.8	5.9	6.3	7.6
	ES	7.6	7.5	8.7	5.5	5.8	6.4	6.9
RADE GAIN		-1.1	-.2	-.7	-2.3	-.1	.1	-.7
D	BS	6.3	5.1	9.4	7.1	6.1	7.0	6.8
	ES	8.1	6.8	9.8	7.0	6.7	6.8	7.5
RADE GAIN		1.8	1.7	.4	-.1	.6	-.2	.7
E	BS	5.5	3.8	6.3	5.5	5.9	5.6	5.4
	ES	6.3	4.4	6.8	4.8	6.7	7.2	6.0
RADE GAIN		.8	.7	.5	-.7	.8	1.6	.6
F	BS	6.1	4.4	7.3	6.6	6.6	8.5	6.6
	ES	6.5	4.8	7.8	4.2	7.6	8.1	6.5
RADE GAIN		.4	.4	.5	-2.4	1.0	-.4	-.1
G	BS	11.8	11.7	10.3	9.4	9.9	9.8	10.6
	ES	11.7	11.9	10.2	9.7	11.5	11.7	11.1
RADE GAIN		-.1	.2	-.1	.3	1.6	1.9	.5
H	BS	8.7	7.7	8.8	7.8	7.2	7.9	7.8
	ES	9.7	8.7	9.7	6.8	8.8	9.4	8.9
RADE GAIN		1.0	1.0	.9	-1.0	1.6	1.5	1.1
I	BS	5.8	7.3	9.8	6.4	5.8	7.7	7.1
	ES	9.7	9.1	8.8	5.1	7.6	8.1	8.1
RADE GAIN		3.9	2.8	-1.0	-1.3	1.8	.4	1.0
J	BS	12.6	11.6	11.6	10.4	11.0	11.7	11.5
	ES	12.8	11.9	12.9	12.4	12.5	11.9	12.4
RADE GAIN		.2	.3	1.3	2.0	1.5	.2	.9
CLASS RADE GAIN		.84	.79	.22	-.55	1.1	.67	.51

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

METR[illegible]LITAN
T[illegible] T[illegible]ATA

Electric Appliance Repair
TRAINING [illegible]URSE

Section: 1
Length of Course: 6 months Pretest Date: Nov. 1965 Posttest Date: April 1966

METROPOLITAN ACHIEVEMENT TE[illegible]T SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWL-EDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
A * BS	6.5	5.7	7.8	5.9	7.5	7.0	6.7
** ES	10.8	7.7	8.6	6.2	8.8	9.2	8.6
GRADE GAIN	4.3	2.0	.8	.4	1.3	2.2	1.9
B BS	10.5	8.7	7.8	6.6	5.6	6.5	7.6
ES	11.0	9.9	10.2	[illegible]	7.1	9.4	9.2
GRADE GAIN	.5	1.2	2.4	1.1	1.5	2.9	1.6
C BS	5.7	4.9	10.0	7.1	7.5	7.8	6.9
ES	7.6	7.7	11.8	7.1	7.4	9.2	8.5
GRADE GAIN	1.9	2.8	1.8	0	-.1	1.4	1.6
D BS	6.3	8.0	8.5	7.0	6.9	8.1	7.5
ES	9.2	8.0	9.7	6.8	7.9	7.9	8.3
GRADE GAIN	2.9	0	1.2	-.2	1.0	-.2	.8
E BS	8.1	8.3	8.7	7.3	6.6	7.3	7.0
ES	9.2	7.3	10.1	7.5	7.2	8.3	8.3
GRADE GAIN	1.1	1.0	1.4	.2	.6	1.0	1.3
F BS	9.8	8.3	8.5	9.4	7.5	7.8	8.6
ES	10.8	11.6	9.0	8.5	7.9	9.2	9.5
GRADE GAIN	1.0	3.3	.5	-.9	.4	1.4	.9
G BS	5.4	3.2	7.1	4.8	5.2	6.7	6.0
ES	5.2	4.2	7.0	4.2	5.9	6.7	5.5
GRADE GAIN	-.2	1.0	-.1	-.6	.7	0	-.5
H BS	10.5	10.8	9.4	9.5	10.8	11.5	10.4
ES	12.1	10.8	11.2	9.5	11.5	11.7	11.1
GRADE GAIN	1.6	0	1.3	0	.7	.2	.7
I BS	8.7	9.2	8.7	6.6	7.7	8.8	8.3
ES	10.2	8.0	7.8	7.5	8.1	8.3	8.3
GRADE GAIN	1.5	-1.2	-.9	.9	.4	-.5	0
J BS	11.7	10.3	10.8	7.0	6.7	7.5	9.0
ES	12.1	10.8	10.7	7.9	7.7	8.1	9.6
GRADE GAIN	.4	.5	-.1	.9	1.0	.6	.6
K BS	10.1	10.8	10.0	5.9	7.5	7.8	8.7
ES	11.5	7.7	10.2	6.6	11.5	9.8	9.6
GRADE GAIN	1.4	-3.1	.2	.7	4.0	2.0	.9
CLASS GRADE GAIN	1.49	.68	.77	.22	1.04	1.0	.86

* Beginning of Course Scores - Form AM
** Ending of Course Scores - Form BM

METROPOLITAN
TEST DATA

WELDING
TRAINING COURSE

ction: 1
ngth of Course: 6 months Pretest Date: Nov., 1965 Posttest Date: April, 1966

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWL-EDGE	READ-ING	SPELL-ING	TOTAL LAN-GUAGE	MATH COMP.	MATH REASON-ING	TOTAL AVERAGE
* BS	8.1	7.3	8.1	8.1	6.1	8.5	7.7
** ES	8.7	8.7	9.7	6.8	8.5	9.8	8.7
ADE GAIN	.6	1.4	1.6	-1.3	2.4	1.3	1.0
BS	11.2	11.2	7.1	5.5	6.9	6.4	8.1
ES	10.8	11.2	8.5	6.6	6.1	6.8	8.3
ADE GAIN	-.4	0	1.4	1.1	-.8	.4	.2
BS	11.7	6.8	10.2	7.5	6.6	8.5	8.6
ES	12.0	7.3	10.3	9.2	8.5	9.9	9.5
ADE GAIN	.3	.5	.1	1.7	1.9	1.4	.9
BS	6.5	7.1	10.0	7.1	7.5	7.7	7.7
ES	7.6	7.1	9.8	9.4	9.3	9.4	8.8
ADE GAIN	1.1	0	-.2	2.3	1.8	1.7	1.1
BS	7.9	5.5	11.8	7.5	6.9	8.1	8.0
ES	10.1	7.5	10.3	8.6	8.5	10.4	9.2
ADE GAIN	2.2	2.0	-1.5	1.1	1.6	1.7	1.2
BS	4.8	4.2	5.3	5.9	7.1	7.2	5.8
ES	5.1	4.2	7.6	7.0	6.9	7.3	6.4
ADE GAIN	.3	0	2.3	1.1	-.2	.1	.6
BS	5.1	7.7	5.6	4.6	8.8	9.8	6.7
ES	6.9	5.9	6.3	7.3	8.5	10.3	7.5
ADE GAIN	1.8	-1.8	.7	2.7	-.3	.5	.8
BS	3.1	3.8	4.6	4.8	5.2	6.8	4.7
ES	3.1	3.8	4.6	3.8	5.2	7.0	4.6
ADE GAIN	0	0	0	-1.0	0	.2	-.1
BS	5.4	4.7	5.7	6.4	7.2	9.9	6.6
ES	7.4	7.1	8.1	5.5	11.0	11.0	8.4
ADE GAIN	2.0	2.4	2.4	.9	3.8	1.1	1.7
BS	7.4	4.4	9.0	4.0	6.0	5.3	6.0
ES	8.7	6.1	8.1	4.2	5.2	6.3	6.4
ADE GAIN	1.3	1.7	-.9	.2	-.8	1.0	.4
BS	5.7	6.6	6.8	5.5	6.0	6.8	6.2
ES	5.7	5.9	6.5	3.9	7.4	7.7	6.1
DE GAIN	0	-.7	-.3	-1.6	1.4	.9	0
BS	5.8	5.5	5.7	4.6	6.9	6.3	5.5
ES	5.8	3.8	5.9	5.5	5.9	7.0	5.7
DE GAIN	0	-1.7	.2	.9	-1.0	.7	.2
LASS DE GAIN	.76	.31	.48	.67	.81	.91	.66

eginning of Course Scores - Form AM
nding of Course Scores - Form BM

Appendix E

Follow-up Data

The typical enrollee in the Draper Vocational Project is from a disadvantaged background where attention was never given to his personal-social development and where the need for it was not even recognized. Nor are these deficiencies very likely to be overcome while he is institutionalized, for he associates with others like himself. When he enters training, his attitude is often that the world owes him a living, that others are either "givers" or "withholders," and his future planning is meager. He is not particularly, if at all, interested in anything outside himself, except as a source of supply. Vocational training appeals to him as a way to avoid farm work and perhaps learn how to earn money when he is released, but it more likely appeals to him as a means of hastening his parole.

Other trainees who are slightly more mature when they enter the project still attempt to manipulate their surroundings to gain what they want. They see very little difference among the people who staff the project except to the extent of how useful these people can be to them. They either conform to the rules of the powers that are in control for the moment--instructor, project director, counselor--or they maneuver in ways that are characteristic of "confidence men"--get him before he gets you. Generally, they deny having any strong feelings toward other people and avoid involvement with them.

Still others enter training already in possession of an internalized set of standards by which they judge their own and others' behavior. These are, however, very few. They are aware of the influence their instructors have on them and of the instructors' expectations of them.

Some seem to want to be like an instructor they admire, but are apt to react neurotically or antisocially when they feel guilty about not measuring up to his expectations. It is the very conflict they experience as a result of their feelings of inadequacy and guilt that appears to be the point at which the Supplementary Instructor can begin to reach the trainees and help them to effect real behavior changes.

It is with these varying, but primarily low levels of maturity that the Supplementary Instructor attempts to cope during the short six months of training. Even with the full support and assistance of counselors and other instructors, it is impossible to cope adequately with the varying levels of maturity found in a new group of trainees. The group situation does not lend itself to reaching those trainees with very low levels of maturity in proportion to the gravity of their needs. Thus, a few trainees do not reach the maturity level that one would hope for, and their preparation for release is not complete.

When one reviews the follow-up data accumulated thus far on the returnees, there is an underlying theme that weaves itself through each and every case: the lack of maturity to cope unassisted with the personal-social demands of the free world. Apparently these graduates who failed to function responsibly in the free world were able, in training, to recognize the value of conventional paths. But, when they were thrust into free society to work and live in a relatively unsupervised setting, they were unable to master the conventional behavior they had learned as essential to their remaining free. With no transitional period or program provided wherein they might integrate their new concepts with their behavior under the guidance of concerned advisors, they soon reverted to former patterns of behavior which eventually led to parole violation or the commission of new crimes.